CHAPTER I

INTRODUCTION

A. Background Of Study

Writing is a personal act in which writes take idea or prompts and transform them into self initiated topic.[1] Writing is one the productive skill in English that must be learned by students of English as a foreign language. Many of students consider writing to be the most difficult subject to learn because there are many aspects should be considered. Writing is one of the ways to express things in our mind, feeling, ideas or thought. According to Marianne Celce and Murcia, Writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.[2]

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer sreen.[3] According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting then on paper, reshaping and revise the writing.[4]

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[1] O'Malley, J.M., and L. Valdez Pierce, Authentic *Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 136.

[2] Marianne Celce and Murcia Elite Olshtain, *discourse and context in language teaching*, (USA: Cambridge University Press, 2000), p. 142

[3] John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

[4] Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2

Based on the curriculum of senior high school which recommended by the government , there are some texts which have to be mastered by students at senior high school.

As one of four language skills, learning how to write is very vital for students. Elbow states that writing is a way to communicate what we think, feel, and see through words[5]. It is a process of producing graphemic symbols and organizing the symbols to be meaningful[6]. Through writing, the students can convey their ideas. In communicating through written work, there are at least four aspects: 129 ISSN: 1907-4034 Improving Students' Creativity 1) the writer as the one who communicates his or her ideas, 2) ideas, 3) media, and 4) the readers. Students are considered to have good writing skill if they have the ability to develop content, organize their ideas, write grammatically correct sentences, use correct mechanics (punctuation, spelling, and capitalization), and make use of appropriate vocabulary. Writing is not only a matter of expressing ideas through written work, but expressing ideas based on a certain writing convention. Since writing is the second most difficult skill to master besides speaking, teaching, and improving students' writing skill is urgently needed.

THE ANALYSIS OF STUDENTS' CREATIVITY ON WRITING RECOUNT TEXT DURING ONLINE LEARNING (The Qualitative Descriptive of Online Learning of 1rd of MA Masarratul Mu-ta'allimin Banten)

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[5]Elbow, *Writing Without Teacher*, (New York: Oxford University Press, 1973), P. 14

[6] Widdowson, *Teaching Language as Communication*, (New York: Oxford University Press, 1996), p. 61

B. Identification of the problem

Based on the background of the study, the problems related to this research come from different factors. The problems are identified as follows:

1. Students could not meet the minimum requirements in writing. The minimum requirements such as writing correct spelling and punctuation were still difficult for them. The students also could not distinguish the word forms. The students were often confused when it came to where to begin and how to convey the idea into written products. They did not even know how to arrange the jumbled sentences into a good order. They finally found it difficult to write a short text correctly.

2. The students' motivation in mastering the writing skill was varied among others. Both external and internal motivation of the students seemed to be less equal with their needs in mastering the writing skills. Students who were highly motivated had a high effort and spirit to learn the skills so that the teacher was only to facilitate them in leaning writing. Meanwhile, the students with low motivation needed to be encouraged and given stimulus by the teacher in learning writing. Their interest in learning the writing skills was low because they could not link the importance of the skills to their daily life.

3. The teacher did not use various techniques in the teaching learning process. He made a rigid atmosphere so the whole class is passively involved during the lesson. The teacher seemed not to be able to facilitate students' learning process by creating such an interesting activity. Instead

of making the students interested in the material taught, the technique used made the students become unexcited.

4. The teacher did not help himself by using suitable media. He did not use such pictures, flash cards or other kinds of teaching aids to ease his explaining the materials. This needs to be taken into consideration in relation with the selection of writing material. Generally, the students are pleased when given writing materials that conform to their interest. However, the teacher did not avail himself with the teaching aids to support the students with proper materials.

5. The teacher only used one text book to teach. These limited exposures made the teaching-learning process do not meet the main importance. The students got very minimum source of the foreign language. Therefore, their vocabulary mastery was also poor.

C. Statement of the Problems

Based on the background of the study, the researcher formulates some problems as follow :

1. How is the students' creativity on writing recount text during HLS?

2. What is the difficulties on teaching writing recount text during HLS?

D. The Objectives of Study

Based on the research questions above the researcher formulates the objective of the study as follows :

1. To measure the students' creativity on writing recount text during HLS

2. To investigate the difficulties on teaching writing recount text during

   HLS

E. Previous Study

Based on previous study above, the writer choosen research title" The Effectiveness of Cue Cards to improve students' speaking skill (An Experimental research at Tenth Grade of SMAN 5 Kota Serang. in Academic Year 2019/2020)" focusing on the achievement of students, the similarity between this research and previous study above is the effectiveness of Cue Cards media as the solution for students' speaking difficulties. The differences between this research and those previous study above are the subject and target of the research.[7]

Hasnidar, 2019. Students' Perception of Using Online Learning Materials (ADescriptive Qualitative Research in Muhammadiyah University of Makassar). Thesis of English Education Department.The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.Supervised by Andi Tenri Ampa and Firman. The objectives of the research to find out the students' perceptions of using online learning materials at the Seventh Semester of English Department in Makassar Muhammadiyah University in the year 2018/2019 from BG.VIIJ.[8] The researcher used a descriptive

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[7] Anna, Beti Novi, *The Effectiveness of Cue Cards to improve students' speaking skill,* Institut Agama Islam Negeri Tulungagung, 2019

[8] Husnidar, *Students' Perception of Using Online Learning Materials,* Makassar Muhammadiyah University, 2018

qualitative research as design method because it was comparable to collect the data from students' perception, and gave interview to collecting the data. The data was collected from the seventh semester which have been learned using online learning. The sample were 10 students selected by purposive sampling which snowball sampling technique. The findings of the research showed that results of the students' interview showed that mostly the students gave good perception about online learning. They were improve their learning by online learning and got a new experience of the new media applied by lecturer in media online learning. Whereas, some students gave perception that online learning has obstacles that bad network, the quality of mobile phone of the student itself and the capacity of the application used in online learning.

The differences between this research and those previous study above are the objective place, and the methode of collecting of data.

F. Organization of the Study

This study consists of five chapters which can be elaborated as follows:

Chapter I is introduction. In this chapter the research, the statement of the problem, the objective of the research, the significant of the study, the limitation of the research and the writing organization.

Chapter II is theoretical frameworks. This chapter consists of the theories from some experts about writing, recount text, students' creativity, online learning and pandemic covid-19.

Chapter III is research methodology. Which consists of the research method.

Chapter IV is the analysis. of students' creativity on writing recount text during online learning (The Qualitative Descriptive of Online Learning of 1rd of MA MASARRATUL MUTA'ALLIMIN BANTEN)

Chapter V is closing. Which consists of conclusion and suggestion.