

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a means for expressing and communicating ideas, thoughts, information, and points of view, both spoken and written. Written language, like spoken language, has the potential to transport the mind to a variety of locations, periods, and experiences. It may enlighten and improve knowledge, provide new language, and encourage new ways of thinking. For this reason, it is crucial for students to have the ability to write as it is one of the essential skills as it acts as an important communication tool. Through writing, everyone not only expresses feelings and ideas, but also to communicate with others and remember facts and ideas.

Writing is the expression of language using letters, symbols, or words. At its most fundamental, writing is the physical process of generating thoughts, considering how to communicate them, and arranging words or ideas into statements and paragraphs that are understandable to the reader. Writing also requires a creative side because it requires expressing feelings, emotions, reactions and

ideas in a good literary style.¹ In other words, to be able to create a good and appropriate writing, students must learn with appropriate strategies and make students feel interested.

The importance of students having good writing skills can foster confidence in what they write, allowing them to communicate effectively and achieve academic success in English because writing requires coherence and organization, which are essential elements for conveying ideas clearly and accurately, such as proper structure and clarity of meaning.²

In fact, students have been learning English writing since elementary school, but most of them cannot write well. Based on observation with teacher in one of Islamic senior high school in Serang, there is a problem in writing. First, Students exhibit inadequate writing skills, possibly due to limited practice, lack of interest, or ineffective teaching methods. Second, Students might not engage deeply with literary texts, impacting their understanding and appreciation of literature and subsequently their writing skill.

¹ Viana & Zyngier. Creative writing and iconicity in English as a foreign language. *New Writing* 16 , Vol. 1, No. 38 (2019)

² Parupalli Srinivas Rao, "Effective Teaching of Writing Skills to The English Language Learners," *International Journal of English Language, Literature and Translation Studies (IJELR)* Vol. 6. (2019), <https://doi.org/10.33329/Ijelr.64.196>.

Third, there may be a need to explore and implement innovative teaching strategies to improve students' writing skill.

The impact of teacher-centered learning highlights some of the students' external challenges in learning to write in class. On the other hand, students perceive writing to be very monotonous, and students are not driven or interested in writing, therefore it will drastically damage the learning atmosphere, and many students will not pay serious attention to the lesson.³

There are several teaching-learning strategies and approaches available to help students improve their skills. For the reasons mentioned above, teachers should examine the most effective approaches and tactics or strategies to teach writing skills. One of them is the cooperative learning approach. Cooperative learning is an effective teaching technique in which small groups of students with different levels of ability engage in various learning activities to improve their understanding of a subject and be able to reformulate what they learned⁴. In short, the researcher used

³ Candra Hadi Asmara & Merinda, Improving Students Writing Skill with Collaborative Writing Learning Strategy, Teaching of English Language and Literature, Vol. 8, No. 2, (2020).

⁴ Usman Kasim. An overview of the implementation of cooperative learning. English Education Journal, Vol. 12, No. 1 (2020).

literature circles to actively develop students' writing ability and also gave each student an active role in the learning process as they had to focus on the task given to them.

Literature circle is an in-depth discussion by students about a literary work in which students engage in an in-depth discussion about a literary work. It provides students with a method to develop deep thinking, then communicate what they have learned and formulate their personal opinions. Students construct their own knowledge as they discuss meaning with other readers. Teachers can provide interesting readings for students and choose topics that can increase their enthusiasm for learning.

The teacher's ability to present writing materials in an interesting, inspiring, and creative way has a significant impact on student achievement and can affect student achievement in writing skills. Strategy is one of the methods teachers should use when teaching writing. It can encourage students' engagement in the lessons explained by the teacher can be beneficial.⁵

⁵ Firda Afkarina Ali, "Teaching Student's Writing Skill by Using Collaborative Writing Strategy in Descriptive Text", LUNAR: Journal of Language and Art, Vol. 7, No. 1 (2023)

If literacy circles are used, all students involved in this cooperative learning technique will have a better understanding of the work, voice views, formulate their opinions about the work, write down their comments, and participate in fun activities. Finally, students in literacy circles will be responsible for reading, understanding the text under discuss, and making it easier to articulate students' personal ideas in a classroom full of students who are actively engaged in learning.

The following group sessions are organized by roles played. Group members join each meeting as they read the relevant section and fulfill their responsibilities. Once the reading is complete, each group showcases their reading to the other groups through a project.

In line with the previously mentioned problems that students experience in the English teaching and learning process, especially in writing skills. The researcher wants to address these challenges by implementing effective teaching and learning strategies for students' writing skills. Literature Circles is one of the tactics that the researcher intends to use in this study. Students can benefit from the Literature Circle Strategy to understand the text, analyze, discuss with friends and write down personal formulations when the

teacher gives questions. Literature Circles are fun group reading and discussion activities for students in the classroom. In short, the teacher can choose material that will increase students' drive to learn by presenting enjoyable readings in order to reformulate what they learn. This method is not only beneficial for the group, but also for each student; it improves students' reading, questioning, and critical thinking skills, teaches students how to interact constructively and then be able to write back what was learned.⁶

Based on the background of the study above, the researcher intends to conduct research entitled: **The Effectiveness of Students' Writing skill Through Literature Circle Strategy (Quasi-Experimental Research of the Tenth Grade at MAN 1 Kota Serang)**.

B. Identification of Problem

Based on the explanation of the background, the identification of problem are following below:

1. Low Writing Proficiency: Students exhibit inadequate writing skills, possibly due to limited practice, lack of interest, or ineffective teaching methods.

⁶ Mark Furr (2002), Why and How to Use EFL Literature Circles.

2. Limited Engagement with Literature: Students might not engage deeply with literary texts, impacting their understanding and appreciation of literature and subsequently their writing abilities.
3. Need for Effective Teaching Strategies: There may be a need to explore and implement innovative teaching strategies like literature circles to improve students' writing skill.

C. Limitation of Problem

In this study, the researcher will focus on the main problem as describe in the background section. The study is to find how the literature circle strategy effects students' writing skill. This study will be conducted in the Tenth grade at MAN 1 Kota Serang.

D. Formulation of Problem

Based on the explanation of the background study above, the formulation of problem is "The effectiveness of literature circle strategy on writing skill of tenth grade students of MAN 1 Kota Serang?."

E. Objective of Study

The researcher determines study objectives based on the formulation of the problem is "To identify the effectiveness of literature circle strategy on writing skill of tenth grade students of MAN 1 kota Serang."

F. Significances of Study

The Researcher hopes that this study can be useful in society at large, especially for the needs of teaching and learning in English language education. The researcher divides the significance of research both theoretically and practically.

1. Theoretically

Theoretically, this study can be used as a source to develop knowledge about the use of literature circles as an effective strategy for students' writing skills.

2. Practically

Practically, the results of this study are expected to provide meaning for teachers, students, and the researcher.

a. For the students

This study hopes that students can improve their English writing skill through the literature circle strategy. The Researcher hope that this strategy can overcome their writing skill difficulties.

b. For the teachers

After the teacher knows about the influence of the literature circle strategy to effective for their writing skill. During the writing activity, the teacher can evaluate it. If this approach is successful, teachers should continue using it to develop better teaching techniques.

c. For the researcher

Using the literature circle strategy, the researcher will receive a technique evaluation. If this approach is successful, the researcher will create it in the future for their students. Additionally, this study will serve as a review for others research.

G. Writing Organization

This study is divided into five chapters containing some points that explain the chapter.

Chapter I Introduction. First chapter consists Background of Study, Identification of Problem, Limitation of Problems, Formulation of Problem, Objective of Study, Significances of Study and Writing Organization.

Chapter II Theoretical Framework. This chapter consist of Definition of Writing Skill, Aspects of Writing, Teaching Writing, and Literature Circle Strategy.

Chapter III Research Methodology. This Chapter of Research Design, Place and Time of Research, Population and Sample, Research Instrument, Data Collection Techniques, Data Analysis Techniques and Hypothesis Test.

Chapter IV Research Results and Discussion. This chapter consist of Result and Discussion of Result.

Chapter V Conclusions and Suggestions. This last chapter consists of Conclusions and Suggestions.