

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking about English means that how to communicate in English. Writing is one way to communicate. Among the four language skills, writing is viewed as a difficult skill by almost all students. It is a skill which requires students to express their ideas, feeling, opinions, and emotions in written form. It is not easy to do. They must transfer their ideas properly and naturally in a good and interesting writing. As Heaton says that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.¹ Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

¹ J.B Heaton, *Writing English Language Test*. (New York: Longman Group UK Limited, 1989) p. 135

Writing involves the mastery of all elements in the target language such as grammar, content, vocabulary, spelling and mechanics together. It involves complex process. Hughes says that “Writing is an ability to communicate in a way which gives the readers full satisfaction. So, in order to create a good writing, it has to display a completely logical organizational structure, relevant arguments, and no errors of vocabulary, spelling, punctuation and grammar”. Therefore, composing paragraph in writing activity takes a lot of time. Writing is a process, and like any process it can be done efficiently or inefficiently. As Harmer states that, “Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.”²

There are many various skills necessary for good writing composition. It has five general components of main ideas. They are language use, mechanical skill, treatment of content, stylistic

² Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 31.

skill, and judgment skill³. There are many reasons why writing is necessary to teach. One of them is to transmit ideas to people, especially to those who are a distance in time and space. Another reason is the writing process help you sort out and organize random thoughts, clarify what you really think and develop ideas.

In learning English, there are five kinds of writing text to learn in Junior High School, such as: Recount, Descriptive, Procedure, Narrative and Report text. One of the text that nearer with students' daily activity is recount text, because when the students write a recount text, it means that they are expressing their experience and events was happen. Often the students will want to tell other people about something that has happened in their life. They might want to tell about what they did at the weekend. It might be about exciting things that happened when the students were on holidays.

Many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. It caused by many teachers still use learning approach that emphasize on the

³ J.B Heaton., *Loc Cit*

result of student written. As Tompkins and Hoskisson say that low of students' writing ability are not caused by the students, but the approachment of teacher that applied by the teacher is not aim students to study well. The students are not guidance in make a writing, students does not given chance to improve their writing and prosecuted to produce the great and right writing on one step.

Writing learning should be applying an approach that can guide the students in appropriate writing process with all of the right step writing process. Because writing is a systematic process and planed, so the students necessary to active participating in all of the step writing process. The researcher choses recount text since, the student more easy to express their idea base on their experience. It will give many contribution for students to learn about identify text and can write recount text.

Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text writing. The strategy that may be used in teaching writing recount text is Directed Writing Activity (DWA) Strategy.

In this paper, the researcher choose Directed Writing Activity (DWA) as a strategy to improve the students' ability in writing recount text because it gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. The researcher believed that by giving them such questions as a guide, then, the students follow the questions while they are writing, they will express the idea in form of writing easily and their piece of writing will be better organized.

Based on the descriptions above, the researcher used Directed Writing Activity (DWA) Strategy to increase the students' ability in writing recount text. The researcher interest to conduct research in SMPN 5 Kota Serang. Therefore, the research is entitled "The Use Of Directed Writing Activity (DWA) as Strategy In Learning Writing Recount Text at the Second Grade Students of SMPN 5 Kota Serang in the Academic Year 2016/2017".

B. Statements of Problem

Based on the explanation of the background of the study above, the writer formulated the problem into three questions:

1. How is students' writing skill in recount text at SMPN 5 Kota Serang?

2. How is the application Directed Writing Activity (DWA) Strategy in teaching recount text?
3. How is the influence of Directed Writing Activity (DWA) Strategy on students' writing recount text?

C. The Aims of The Study

The objectives of the research are:

1. To find out the students' recount text writing skill of students' second grade at SMPN 5 Kota Serang.
2. To find out the process of teaching recount text through DWA Strategy at SMPN 5 Kota Serang.
3. To find out the influence of DWA Strategy on students' writing recount text.

D. Significances of The Research

1. For Students

The result of this study may help the students to improve their ability in writing recount text. Besides that, it may help them to disappear their bored in learning.

2. For Teachers

Every teacher may apply DWA as a strategy to improve students' ability in writing recount text.

3. For the school

It will make a right decision to use some strategy for support teaching and learning process.

4. For the writer or the researcher

She will get new knowledge and experience in teaching, writing recount text using DWA.

E. The Hypothesis

Hypothesis is an estimate assumption from the research that we will execute⁴. The hypothesis of study could be stated as follow:

- a. The experimental hypothesis (Ha) is: there is significance influence of DWA Strategy on teaching writing recount text.
- b. The null hypothesis (Ho) is: there is no significance influence of DWA Strategy on teaching writing recount text.

F. Definition of Key Terms

To avoid misunderstanding about the terms in this research, the terms of this research are defined as follows:

1. According to David Nunan, Experimental Research is a produce for testing a hypothesis by setting up a situation in

⁴Darwyan Syah, *et al.*, *Pengantar Statistik Pendidikan*, (2nd .ed.) (Ciputat: Haja Mandiri, 2011), p. 60.

which the strength of relationship between variables can be tested.

2. Writing is an activity to express our ideas, opinion, and experience, feelings, thought for communication to other people by written words.
3. According to Blake and Spennato, Directed Writing Activity (DWA) Strategy is a strategy for developing writing skills and using the writing process to enhance content area learning. This strategy can be used at almost any grade level and in any content area. It is an instructional framework that allows for considerable flexibility in terms of the types of writing assignment you choose.⁵
4. According to Anderson, recount text is a piece of text that retells past events, usually in the order in which they happened.⁶

⁵ Robin Eanest, *Content Area Literacy: Teaching for Today and Tomorrow*. (New York: Delmar, Inc., 1997), p. 479.

⁶ Mark Anderson and Kathy Anderson, *Text Types in English I* (New York: Macmillan, 1997), p. 48.

G. Organization of the Research

In order to write a good paper, it is necessary to arrange it systematically. The organization of this paper provides the organization of the main issues discussed. This paper is divided into five chapters as follows:

Chapter I (Introduction): It presents the Background of the Research, The Statements of Problem, The Aims of Study, Significances of Research, The Hypothesis, the Definition of Key Terms, and Organization of the Research.

Chapter II (Theoretical Foundation): This chapter presents The Definition of Writing, The Processes of Writing, The Purposes of Writing, The Problems of Writing, Requirements of Good Writing, Teaching Writing for Junior High School, Writing Assessment. Recount text consist the Definition of Recount Text, The Purpose of Recount Text, Example of Recount Text Types, The Schematic Features of Recount Text, Language Features of Recount Text, Tense and Recount. DWA Strategy with consist of The Definition of DWA Strategy, The Process of DWA Strategy and Advantages of DWA.

Chapter III (Methodology of Research): This chapter covers The Method of Research, The Place and Time of Research, Research Instrument, Participant, Technique of Collecting Data, and Technique of Data Analyzing.

Chapter IV (The Result of Researchh): This chapter covers Data Description, Data Analysis, Data Interpretation, Discussion.

Chapter V (Conclusion and Suggestions): this chapter covers Conclusion and Suggestions.