

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, EFL students do not merely learn language competencies such as reading, listening, writing, and speaking but also language components such as vocabulary, pronunciation, and grammar. Writing skill is one of prominent factors which influence students' success in acquiring language.

Writing means how to communicates our opinion to other on the paper. But reality shows that it can not be done well because it is very difficult to express. Furthermore, Goldman and Heaton (1986:126) states that many students still encounter difficulties in writing because it is complex and difficult. In studying English, many students who study in the tertiary level still often make errors in writing though they have learned it for many times, even years.¹ The difficulty of writing is also caused by the components of writing. Jacobs. G (1981:10) tell that there are five components of writing. The five components are content,

¹ Goldman and Heaton. 1986. The Essay Reading for the Writing Process. Boston Houghton and Mifflin Company.

organization, vocabulary, language use and mechanics. They are integrating related to each other when students producing a good piece of writing.² Without having a good mastery of writing components, the students cannot write successfully. Sometimes, when they write the students get difficulties in expressing their ideas or thoughts. In this case, the students have a lot of ideas, but they cannot organize their writing out into a piece of writing.

Moreover, the researcher conducted preliminary research in order to obtain valid information about the real situation of teaching and learning process at the eighth grade of MTsN 1 Kota Serang especially on teaching writing. During conducting preliminary research, the researcher interviewed the English teacher and students who selected randomly in order to find out about teacher's strategy in teaching writing and students' problems in writing.

As matter of fact, teaching English, especially writing is not easy. The teacher reveals that at least there are two main problems in teaching writing at the eighth grade of MTSN 1 Kota Serang. First, some students do not interest and low motivation in learning

² Jacobs, G. 2008. *Quick Writing: A Technique for Invention in Writing*. Articles. <http://scholar.google.com/scholar?q>.

English. Second, some students lack of vocabularies and seldom to practice writing. Because English is hard subject to learn especially writing. On the other hand, based on the data from interview with students which selected randomly, the students' problems in learning writing are as follows: First, many students still encounter writing is one of tough skill in English especially in grammar and vocabulary. Second, the students' problems or difficulties in formulating or expressing their ideas or thoughts into written-form such as the students do not know how to develop their ideas or thoughts into wider or broader writing that is related to the topic of writing. Third, some students reveal that the teacher delivered material in old fashioned. The three problems above are usually faced by the students and therefore certain way is required to help them write well which may be expected to increase their ability to write. Furthermore, Goldman and Heaton state that no single method of writing works for all writers. They need to find a method to will work best.³

³ Goldman and Heaton. 1986. *The Essay Reading for the Writing Process*. Boston Houghton and Mifflin Company.

To overcome the students' problems in eighth grade of MTsN 1 Kota Serang needs a good strategy and it is the teacher's responsibility to increase their potency. In order for students to communicate well they need to expand their cognitive academic language proficiency level. It is important for students to learn how to think critically and creatively. As teachers, we have the responsibility of improving students' writing, in both content and in organization. The researcher believes that to teach writing it needs improvisation, and teacher should find encouraging ways to trigger students' motivation in facilitating students to learn writing.

There are also some previous studies that focus on the use of Venn Diagram. The first research done by Malasari (F12107026) a Tanjungpura University's student in her thesis entitled "*The Use Of Venn Diagram Technique For Teaching Descriptive Text Reading*". The name's Venn Diagram technique that focus on the similarities and the differences between two text of descriptive text . The second research done by Septia Maria F (10814001477) a State Islamic University Sultan SyarifKaim Riau's student in her thesis entitled "*The Effect Of Using Venn Diagram Strategy*

Towards Students' Reading Comprehension At SMPN 2 Pangkalan Lesung Pelalawan Regency". The subject was the second year students of State Junior High School 2 Pangkalan Lesung Pelalawan Regency, and the object of this research was the effect of Venn Diagram Strategy toward students' reading comprehension in descriptive text. Result of previous studies

Most previous studies have examined about the effectiveness of venn diagram in reading comprehension and descriptive text not in writing skill. This aspect have not yet been sufficiency explored. The researcher think that venn diagram is not always used in reading comprehension but also in writing and it is need to be examined further. Considering these shortcoming of previous studies, the present study examines students' writing skill by using venn diagram, focusing on compare and contrast between two narrative texts. So, the researcher has an assumption that the study which entitled **"Improving students' writing skill on Narrative text by using Venn Diagram"** (an Experimental Research at the eighth grade of MTsN 1 Kota Serang) is deserved to investigate comprehensively.

B. Identification of the Problem

Based on background of the study, the students' problems in writing at the Eighth grade of MTsN 1 Kota Serang can be identified as follows:

1. Some students have difficulties on writing because they are low motivation.
2. Some students are lack of vocabulary and seldom to practice writing.
3. Some students state that teacher delivered materials in old fashioned.
4. Some students reveal that teacher never used encouraging strategy and learning media.
5. Some students taught writing is one of tough skills in English.

C. Limitation of the Problem

Having discussed the background of the study and identification of the problem, this study is concerned to discuss to the effectiveness of using Venn Diagram in teaching writing. Later on, one of the findings of this study will reveals whether the Venn diagram has significant effect in enhancing students' writing skill.

D. Research Question

Due to the researcher found some problem in writing at the eighth grade of MTsN 1 Kota Serang. Thus, the researcher propose three research questions as follows:

1. How is students' writing skill at the Eighth grade students of MTsN 1 Kota Serang before using Venn Diagram?
2. How is students' writing skill at the Eighth grade students of MTsN 1 Kota Serang after using Venn Diagram?
3. Does the use of Venn Diagram has significant influence to improve students' writing skill at the Eighth grade students of MTSn 1 Kota Serang?

E. Objective of the Study

Based on the research questions above, the objectives of the study are threefold. They are:

1. To know how is students' writing skill at the Eighth grade students of MTSn 1 Kota Serang before using Venn Diagram.
2. To know how is students' writing skill at the Eighth grade students of MTSn 1 Kota Serang after using Venn Diagram.

3. To know whether the use of Venn Diagram has significant influence to improve students' writing skill at the Eighth grade students of MTSn 1 Kota Serang

F. Significance of the study

1. For students, this study was expected to be a motivation to improve their ability in writing.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.
4. For other researchers, this study is expected to be one of references for relevant researches.

G. Previous Study

There are some previous studies that focus on the use of Venn Diagram. The first research done by Malasari (F12107026) a Tanjungpura University's student in her thesis entitled "*The use of venn digram technique for teaching descriptive text reading*". This research was conducted a pre experimental study to know how significant of Venn Diagram Technique for teaching descriptive text. This study was conduct on the second grade

students of SMA Negeri 2 Sungai Raya in academic year 2015/2016. In this research, the researcher propose a technique. The name's Venn Diagram technique that focus on the similarities and the differences between two text of descriptive text .The data of study was derived from pre-test and pos- test. The sample is 28 students in XI IPA 1 . The finding of research show that the student's achievement in reading comprehension got significantly improved. The result of the research was compare from the pre-test score 68,77 and the post- test score 81,96. Furthermore the effect size of the significant improvement of the treatment was 1,95. It is categorized as highly effective since it is higher than 0,80 in the highly effective criteria.⁴

The second research done by Septia Maria F (10814001477) a State Islamic University Sultan SyarifKaim Riau's student in her thesis entitled "*The Effect Of Using Venn Diagram Strategy Towards Students' Reading Comprehension At SMPN 2 Pangkalan Lesung Pelalawan Regency*". The subject was the second year students of State Junior High School 2 Pangkalan

⁴Malasari, "*The use of venn digram technique for teaching descriptive text reading*" (SI paper, English Language Education Study Program of Teacher Training and Education Faculty at Tanjungpura University), 2017

Lesung Pelalawan Regency, and the object of this research was the effect of Venn Diagram Strategy toward students' reading comprehension in descriptive text. The design of this research was Quasi-Experimental Research. The population of this research was all of the second year students. The total number of population was 60 students. Because the number of population was less than 100, the writer took all of the population as sampling. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 17. After analyzing the data, the writer found that there is significant effect of Using Venn Diagram Strategy toward Students' Reading Comprehension at State Junior High School 2 PangkalanLesungPelalawan Regency, where T shows 5.704 at significant level of 5% it shows 2.00, and at level of 1%, it shows 2.65. Thus, nullhypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted which shows $2.00 < 5.704 > 2.65$.⁵

The differences with both of the research are the researcher has conducted a research in MTsN 1 Kota Serang entitled

⁵Septia Maria F, "*The effect of using Venn Diagram Strategy towards students' reading comprehension at SMPN 2 PangkalanLesungPelalawan Regency*"(S1 paper, Department of English Education of Faculty of Education and Teacher Training at State Islamic University Sultan SyarifKasim Riau Pekanbaru), 2013

“Improving Students’ Wrting Skill By Using Venn Diagram”. The writer used quasi experimental research. The writer focusing on students’ writing skill. In addition she hopes that the result of using venn diagram could increase the students’ writing skill.

H. Hypothesis of Study

The hypothesis of this study can be described as follows:

Ho (Null Hypothesis) : There is no significant effect of using Venn Diagram to improve students’ writing skill.

Ha (Alternative Hypothesis): There is any significant effect of using Venn Diagram to improve students’ writing skill.

I. The Organization of Study

This thesis is systematically divided into five chapters. The following is short description about what each chapter contains.

Chapter one contains The Background of the study, Identification of the problem, Limitation of the problem, Research Question, Object of the study, Significance of the Research, Hypothesis, Previous Study, and The Organization of the study.

Chapter two discusses theoretical background which contains theories underlying the writing of the study. They are: Definition of Writing, Writing Process, Teaching Writing, Writing Assessment, The kind of Writing, Definition of Narrative Text, Purpose, Generic Structure and Language Features of Narrative Text, Definition, Compare Contrast Paragraph, Definition of Venn Diagram, The use of Venn Diagram, Teaching Procedure by using Venn Diagram, The Advantages of Venn Diagram.

Chapter three is methodology of research, it consists the Research Method, Place, Time and Location, Population and Sample, Instrument of the Research, Data Collection, Data Analyzing.

Chapter four is findings and discussion it consist the score pre-test and post-test experimental and control class, hypothesis testing and data interpretation.

Chapter five closing which contains of the conclusion and suggestions.