

CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing is one of the four language competencies that should be mastered well by English Foreign Learners (EFL). Therefore, students have to learn English comprehensively and thoroughly in order they have good english proficiencies gradually. As the matter of fact, it is not easy to learn writing for students because there are some factors must be considered and noticed carefully. These factors are the willingness of students to learn writing of english seriously and the availability of effective instructional media to assist them to develop their writing skills.

The objective of learning English subject for Junior high school in Indonesia according to Department of National Education (*Departemen pendidikan Nasional 2016*) is to develop students' potential in order to have communication competences in interpersonal, transactional and functional text by using variety of oral and written English texts. One of the functional text that should be mastered by the students is procedure texts, As stated in the Curriculum of 2013 revision, that in writing students are expected to develop their skills in

expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, report and procedure texts.

Before writing this paper, the researcher has conducted a preliminary study. The purpose of preliminary study is to identify and analyze the students' problems in writing of procedure text. In addition, the aim of preliminary study is also to find out the effective instructional media that practically can help students to improve their writing skills on procedure text. Therefore, to obtain valid and reliable data, the researcher carried out interview to the English teacher.

The interview guide was designed carefully with the focus on three questions to the key informant (The English Teacher). The first question is about the students' condition in learning processes. From the interview, the English teacher revealed that almost the ninth-grade students were very passive, have low motivation and low proficiency in learning English.

The second question is about the most difficult language competencies for the ninth-grade students of SMPN 19 Kota Serang. The English teacher said that writing was the hardest skill for students. Moreover, the teacher also stated that many students had problems to

develop and arrange their ideas in writing, lack of vocabulary and grammatical mastery as well as some students can't meet her expectations in doing writing exercises.

The last question was about the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal/KKM) for the writing on procedure text. The English teacher said that the minimum score should be achieved by the ninth-grade students for writing on procedure text was 70. In addition, she also shows the result of formative test to the researcher that as many as 80% of students from four classes can achieve the Minimum Completeness Criteria (KKM).

Based on the result of preliminary study, the researcher concludes that some the ninth-grade students in SMPN 19 Kota Serang have difficulties in writing. To overcome the writing problems, the researcher suggest the English Teacher should be able to enliven the learning atmosphere and encourage students to participate actively in learning process by using attractive learning methods in order to boost students' awareness and desire to learn English especially writing.

One of the effective learning methods that can improve students' writing skill on procedure text is Diagrammatic Flowchart. The Diagrammatic flowchart is a graphic organizer model that help students to develop their idea in chart and guide them to write a

procedure text systematically in accordance to generic structure and language features of a procedure text. Rita in her study argues that a diagrammatic flowchart can be an effective media of study to teach writing skills with significant improvement based on the result of pre-test and post-test. The findings showed that the students' writing skills increased 18% after using flowchart method.¹

In brief, based on the previous study and the findings in preliminary study, the researcher has a firm belief that a Diagrammatic flowchart is one of effective instructional media which adaptable and useful to improve students' writing skill gradually. Therefore, the researcher wants to conduct a study with the title **“The Effectiveness of Diagrammatic Flowchart to enhance Student’s Writing Skill on Procedure Text” (a Quasi Experimental Study at the Ninth Grade of SMPN 19 Kota Serang).**

B. Identification of The Problem

Based on the background of the study, the researcher identifies the students' problems in writing are as follows:

¹ Rita, Vera. Using Flow Chart to Increase Students' Ability in Writing Descriptive Text at the Second Year of SLTPN 2 Bungaraya. *Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru*. (2010).

1. Lack of writing practices.
2. Lack of vocabulary and grammatical mastery.
3. Some Students have difficulties to develop and arrange their ideas to write a text.
4. Some students were passive, low motivation and not interested in learning English lesson.
5. The English Teacher needs to use effective and applicable instructional learning media that can improve students' writing skills gradually.

C. Limitation of the Problems

Due to the researcher has many problems in conducting this study, so this study only concerns to investigate the effectiveness of Diagrammatic Flowchart to enhance student's Writing skill on Procedure text.

D. Statements of the problems

Based on limitation of the problems, the researcher proposes three research questions as follows:

1. How is student's writing skills on procedure text at the ninth grade students of SMPN 19 Kota Serang before treatment?

2. How is the Implementation of Diagrammatic Flowchart to enhance student's Writing skill on procedure text?
3. How is the Effectiveness of Diagrammatic Flowchart to enhance student's Writing skills on procedure text?

E. The Aim of study

Based on statements of the problems, the objective of this study can be described as follows:

1. To observe students' writing skills on procedure text at the ninth grade of SMPN 19 Kota Serang before giving treatment.
2. To investigate the implementation of Diagrammatic Flowchart to enhance student's writing skill on procedure text.
3. To examine the effectiveness of Diagrammatic Flowchart to enhance students' writing skill on procedure text.

F. Significance of the study

In general, this study has two significances namely: theoretical and practical significance. On the one hand, theoretically this study wants to prove whether diagrammatic flowchart has significant effect to improve students' writing skill on procedure text gradually. Besides,

this study can also enrich treasure of knowledge especially dealing with teaching writing on procedure text to EFL at junior high school level.

On the other hand, practically for teacher this study discloses the students' writing skills on procedure text at the ninth grade of SMPN 19 Kota Serang and it may also be used as real evidences in order to improve the quality of teaching and learning processes by selecting effective instructional and attractive learning method that in accordance to learning outcomes. For other researchers, however, this study reveals several factors or variables that may affect students' writing skills on procedure text.

G. Organization of Writing

The researcher arranges this study into five chapters and every chapter has some sub-chapter that will be explain in this chapter.

Chapter 1 is Introduction. This chapter has some sub-chapter, they are background of the study, the identification of the problem, statements of the problem and the objectives of the study, significant of the study and organization of writing.

Chapter II is Theoretical Review. This chapter discusses three main issues of this study, namely writing, diagrammatic flowchart and procedure text .

Chapter III is Research Methodology. This chapter consists of research method, time and setting, population and sample, data collection technique, data analysis technique and Hypotesis.

Chapter IV is Result and Discussion. This chapter consists of findings and discussion.

Chapter V is Conclusion and Suggestion. This chapter sums up the final conclusion and offers some suggestions for some parties.