

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the operational definition of the terms, the objective and significance of the research.

1.1 Background of the Research

Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another. Academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a “product.”

Harmer (2007) states that writing is a weird activity for students because they seldom write even in their own language. Not only that they also get difficulty in arranging the word and in applying the grammar. Writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing difficult: writing requires good grammar. It's difficult for non-native speaker of English should be able to remember a large number of rules in structure which are quite different from their own language. Moreover, they often to spend less time to write than to listen, to

read and even to read. Furthermore, when foreign language students write something, they have a big question in mind whether what they write is correct or incorrect. It can be said that writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. While the researcher doing her practice teaching program in 2015 in Senior High School, the students found difficulties in writing narrative text. Most of students are unable to complete narrative writing successfully. They are not confidence to use their own language because they do not have good grammar and enough vocabulary.

Based on the content competence in the syllabus of the tenth grade students of Senior High School called curriculum 2013 (Kurikulum 2013), students are expected to be able to write simple paragraphs of descriptive, recount and narrative text. The curriculum high lights that students have to be able to write various types of the text genres.

Narrative is one of the text should be learned by the X grade of IPA 4 in the second semester. According to Adenson (1998 : 3), narrative is a text that tells a story and doing so, entertains the audience.

Based on the result of observation and interview with the English teacher of X IPA 4 MAN II Jember was conducted on March, 18th 2016, it was found learning writing is still being a problem. It is proved by their achievements in writing. In class, the teacher uses the same method and she does not use any media in teaching that make the students boring and lazy in joining the class. The teacher asked the student to translate the text and rewrite the translation. They are not asked to practice their writing ability. Taught by that way, the students cannot

practice to write and think critically. Therefore, the students are expected to be able to write. Based on the test conducted on March, 22th 2016, that prove the student still get difficulty in arranging the sentence and organizing. They also have limited vocabulary and the last they still confused between regular and irregular verb in past tense writing. There are 38 students in the X IPA 4, but who joined the test only 30 students because 8 students of 38 students did not attend the class. The result of the test 53 % or 16 students from 30 students did not achieve the target score and 46 % or 14 students from 30 students achieve the target score which their target scores is 75.

In line with the problem, English teacher should provide an appropriate strategy and technique in teaching writing. Strategy and technique in teaching and learning process is important in order to improve students' ability in mastering English subject. The teacher has to create a learning activity which should be student centred, where the students have to act more than the teacher. One of the learning activities that focuses on student centred is two stay-two stray. Two stay-two stray is a cooperative learning techniques developed by Spencer Kagan in 1992. Then, Jollife (2007 :81) states "in two stay two stray, two members of the group join another group to discuss how they completed the task and then return to their original group to feedback". Two stay two stray is one of cooperative learning techniques by which emphasizing the process of interactive dialogue. It means that in learning, student should interact with another student by working together, interact more, and changing idea to others. In addition, students have to work in group in order to do a task which can improve students' comprehension about the lesson.

Based on explanation above the researcher should conduct the class action research at the tenth grade of MAN II Jember by title Improving The Tenth Grade Students' Writing Ability Through Two Stay Two Stray At Man Ii Jember In The Academic Year 2015/2016.

1.2 Problem of the Research

Based on the background of study, the research problem is formulated as:

1. How Two Stay Two Stray can improve the tenth grade students' writing ability at MAN II Jember in the academic year 2015/2016?
2. How Two Stay Two Stray can improve the tenth grade students' active participation in teaching learning process at MAN II Jember in the academic year 2015/2016?

1.3 Objective of the Research

Based on the problem of the research above , the objective of the research are :

1. To improve the tenth grade students' writing ability through Two Stay Two Stray at MAN II Jember in the academic year 2015/2016
2. To improve the tenth grade students active participation in teaching learning process at MAN II Jember in the academic year 2015/2016

1.4 Operational Definition of the Terms

To avoid misinterpretation of the terms in this research, some key terms are defined as follows:

1.4.1 Two Stay Two Stray

Two stay two stray is one of the strategies in cooperative learning in which the students are divided into small group of four students that students discuss the task in the internal group and after that two students visit the other group to share information then they back to their own group to finish the task.

1.4.2 Writing Ability

Writing ability is students' competence in writing narrative paragraph which is concern to some writing aspect, such as vocabulary, grammar, mechanics, organization, and content.

1.5 Significance of the Research

The researcher hopes that the result of the research can give information about the students' Writing skill. The researcher will know the students' understanding about how to write paragraph easily and correctly. The researcher hopes that this research will be useful for other researchers, the teachers and especially for the students who were being involved in this research as well.

a. For other researchers

The researcher hopes that other researcher will use this media for designing their research for the sake of betterment.

b. For the English teacher

This research can support the teacher to improve students' writing skill. Teachers will be easy to teach writing skill through two stay two stray technique in teaching and learning process. They will get a simple way to

teach it. They can use this technique to teach the students in order that the students will be more interested and motivated in teaching learning process.

c. For the students

This result can motivate the students to participate in teaching learning process delightfully. They can build writing class easily through two stay two stray as technique. The students can improve their ability in writing through two stay two stray technique.

1.6 Scope of this Research

The scope of the research is concern in using Two Stay Two Stray as technique to improve the students' writing ability. This research will be implemented to the tenth grade students at MAN II Jember in the academic year 2015/2016.

