

CHAPTER I

INTRODUCTION

The chapter will cover the background of the research, problem of the research, objective of the research, operation definition, significance of the research, and scope of the research.

1.1 Background of the Research

Writing is one of the most important skills in English, in writing several aspects are involved such as grammar, spelling, and vocabulary. These aspects must be used appropriately so that when we want to convey a message or information, it can be easily understood by readers. Because in this context writing is an activity of conveying ideas in written form. In this case writing can encourage students to think creatively and critically. (Moses & Mohamad, 2019: 3390) stated that students may feel disinterested in writing due to the various aspects they need to understand in order to produce a good quality piece of work. These aspects include punctuations, grammar, vocabulary, spelling, and sentence structure, which are essential to writing effectively. This is reinforced by the statement from Hartawan et al., (2015) cited in (Harisma et al., n.d. 2019:365) that mastering writing is a challenging task and it is considered the most difficult language skill for learners to acquire when compared to the other three language skills, namely speaking, listening, and reading.

These difficulties are of course also influenced by several internal and external factors. (Sinta et al., 2020:112) stated that internal factors that cause

students' difficulties when writing include: lack of interest and motivation, difficulty in finding inspiration, lack of in-depth knowledge of the written concepts, and lack of skills in written language such as diction, coherence, and style of language. External factors that cause students' difficulty in writing include problems with concentration, and lack of time to work on it. From these factors, writing must be trained and practiced gradually to make students better at mastering writing skills. In addition, the teacher must also give students time and special assignments to improve their writing skills, this must also be done continuously. Seeing some of the problems that have been mentioned above, solutions are needed to overcome students' difficulties in writing. In this research, report text is the focus in facilitating students to improve their writing skills. The report text is chosen because it is suitable with the material that was taught in the SMA Muhammadiyah 3 Jember. In report text, the text contains detailed information about something, of course this information is obtained after observation or research, so that by using report text students are expected to be able to generate their ideas from the information obtained. (Utami et al., 2018:116) states that report text is a type of written communication that conveys factual information to the reader. Essentially, a report presents information about a particular topic or event, such as cultural, social, things, environment etc. The aim of a report is to give information to people on a specific topic. Concept sentence can be an alternative way in teaching students to write a report text.

Concept Sentence Method is a teaching method where students must find keywords that describe a material, then these keywords are developed independently by students so that these keywords become a complete concept

sentence according to the description. This method can increase self-confidence, curiosity, and train students' analytical skills (Ningsih & Syauki, 2013:2). Other researchers, Uno, and Mohamad (2012) cited in (Rahmawati & Zulkarnain, 2021) recommended that Concept Sentence to be applied in teaching writing, it is a teaching method that involves providing students with cards containing essential keywords related to the writing material. Once the students receive the keyword cards, they are required to form sentences or a paragraph using the provided keywords. (Rita & Sehang Thamrin, n.d., 2017:3) mentioned Concept Sentence method offers various benefits, including boosting students' motivation to learn, creating a more conducive environment for teaching and learning, promoting a sense of joy and enthusiasm among students in the classroom, fostering creative thinking skills, encouraging students to view things from different perspectives, and making the students writing better. In implementing this method the researcher will combine using small group discussion to analyze the keywords, because putting students into small groups helps them in sharing ideas from the given keyword based on the material presented. This can help them easier in analysing words to create sentences. (Istarani, 2011). Hukom, (2020) also urged that small group discussions are valuable for students because they allow them to collaborate and support each other in producing high-quality writing. These discussions can help students build confidence and develop important social skills that will benefit them in their personal and professional lives.

It can be inferred that Concept Sentence Method through small group discussion can facilitate the process of writing and paragraph development for

students. By providing students with keywords or key sentences, they can easily transform their ideas into a paragraph, while also enhancing their vocabulary.

1.2 Problem of the Research

Based on the background of the research, the difficulties faced by student in writing report text are the lack interest and motivation in writing. In addition, they have difficulty finding inspiration, and lack of in-depth knowledge of the written concepts. Therefore, the researcher formulates the problem of the research: How can the implementation of Concept Sentence method improve students' ability in writing a report text through a small group discussion by XI Language class students of SMA Muhammadiyah 3 Jember?

1.3 Objective of the Research

Based on the statement of the problem, the purpose of this research is to improve students' ability in writing report text by implementing Concept Sentence Method through a small group discussion by Senior High School Students.

1.4 Operation Definition of Key Terms

To avoid misconception of the study, the writer explains operational definitions related to the topic of this research.

1.1.1 Writing

Writing is a fundamental skill that English learners must master, as it is one of the most crucial skills in the English language. Through writing, students can effectively express their thoughts and ideas in a written format. According to Nunan (2003) in (Antika et al., 2022) Writing involves the process of thinking to

invent ideas, organizing thoughts, and expressing them effectively in a statement and paragraph clearly. It is a critical tool for expressing one's ideas, thoughts, opinions, and attitudes. Writing enables individuals to share their ideas, feelings, and perspectives, as well as persuade and convince others. In short, Writing is one of the ways to express arguments, feeling and thought in the form of sentences then develop it into a good paragraph.

1.1.2 Concept Sentence Method

Concept Sentence method is a cooperative learning method that allows students to study with their groups to compose several sentences according to the pictures or keywords provided by the teacher for students. This is expected to help students when writing report texts by writing key sentences based on the selected picture/topic, then developing these key sentences into a paragraph to become a text (Sari M., 2022:98). The concept sentence method in this research will focus on building students' imagination by giving key sentences, so that it will help students in building their interest in developing their ideas by arranging sentences into good paragraph.

1.5 Significance of the Research

Since writing plays a crucial role in the acquisition of English language skills, it is expected that this research can provide benefits to both teachers and students. As in learning, it is expected that teachers can apply Concept Sentence as an alternative learning method to make students easier to develop ideas in writing a report text. For students, it is expected that they will not only be able to develop their ideas but also to train their critical thinking skills when students

analyse the keyword and combining the sentences from one keyword to the other keywords to make a concept of sentences.

1.6 Scope of the Research

The scope of this research focusses on showing the students improvement in writing a report text by implementing the concept sentence method through a small group discussion in the 11th grade students of SMA Muhammadiyah 3 Jember.

