

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the research, problem of the research, purpose of the research, significance of the research, operational definitions, and scope of the research.

1.1. Background of the Research

English is taught in Indonesia as a foreign language from junior high schools until universities. This is very important for students to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007) states that we use language in terms of four skills reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. Among those skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts (Richards and Renandya

2002). In line with these ideas, Brown (2004) states that every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002) states that Process Writing as a classroom activity incorporates the four basic writing stages planning, drafting (writing), revising (redrafting), and editing and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post writing. In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject.

Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text. In addition, the problems could be caused by several factors such as motivation, interest, intelligence, or learning materials, but the teaching strategy it is seems still become major reason why the problem in writing are still happened. Therefore, some method were needed to bring out the problem is small group discussion method.

According to Donelson (2009), a group may be said to exist when two or more person have as one quality of their relationship; some interdependence and possess some recognized unity. It can be said that group is a number of people

when it consist of more than two pople interacting with each person influences, and is influenced by another person in group. According to Djamarah (2006, p. 73-74) small group discussion is learning method that gives effect for students to study more active in teaching and learning process, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students' final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increase students' participations in taking decision. However, small group discussion can be defined as a method of teaching writing ability on which the students are devided into small group. Besides being able to exchange the ideas, students also can enhance cooperation and togetherness in solving the problem they encountered during the processing task. Moreover, by using small group discussion method students can share information and experiences in solving a problem. Small group discussion is a method to make teaching writing more effective and it makes the students active in teaching learning process. In other words small group discussion is regarded effective in teaching students' writing ability.

Based on the previous study conducted by Efendi(2017) entitled “The Influence of Using Small Group Discussion Towards Students’ Descriptive Text Writing Ability at The First Semester of The Tenth Grade of SMA Hidayatul Muslihin Way Kanan in The Academic Year 2016/2017”, it was proved that small group discussion . The difference between this previous study and the researcher’s study are the researcherconducted an experimental research which is different from the genre of the writing text is different, the researcher usednarrativetext,

and the place of the research is also different. Another studies showed that small group discussion technique can be used in teaching reading comprehension (Durriyah, 2017) with the title “The Effect of Using Small Group Discussion on Students’ reading Comprehension of Recount Text”. The result of this study revealed that small group discussion could help the students to enjoy and simulated in learning english especially reading comprehension. Thus, it made their reading better. The difference between this previous study and the researcher’s study are the skill. The researcher use writing skill for the research. And the other difference is the area and respondent of the research.

Therefore, the writer would like to use small group discussion in teaching students’ writing ability in order to know the effect of small group discuccion on students writing ability.

1.2. Problem of the Research

The problem of this is formulated as “is there any significant effect of small group discussion on students writing ability at eleventh grade of SMAN 1 Mumbulsari in the 2019/2020 academic year?”

1.3. Objectives of the Research

Based on the problem of the research above, the aim of this research is to know whether or not there is a significant effect of using small group discussion on students writing ability at eleventh grade of SMAN 1 Mumbulsari.

1.4. Operational Definitions

In order to avoid misunderstanding of the terms used in this research, the following terms need to explain.

1.4.1. Writing Ability

Writing ability is the skill of putting together what you think or want to say using words, which person reading it is able know your thoughts, ideas and feelings as near to what you want to convey. Further witing ability means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and method.

1.4.2. Small Group Discussion

Small group discussion is a kind of method in teaching writing used by the teacher to help students learn from each other, everyone can gets more practice at expressing their ideas, a two way discussion is almost always more creative than individual, social skills are practiced in a 'safe' environment e.g. tolerance, cooperation, and students can discussion to clarify arguments for a topic where there are no 'right answers' allows active involvement by everyone.

1.5. Significance of the Research

Practically the significances of this study are intended for students, teachers, and other researchers.

1. For students:

The study intends the use of small group dicussin on students' writing ability will give good effect to the students'. Students can optimize their writing ability and more motivated in learning english.

2. For the teachers:

The result of this study is useful for english teachers at senior high school level to get information about teaching writing using small group discussion method.

3. For other researcher:

For further researchers who are interested in teaching writing using small group discussion at senior high school level can get the basic information from this study to do the further research, and also for researcher who wants to make small group discussion as one of variables.

1.6. Scope of the Research

The problem identified is too large, it is necessary for the researcher to limit this research on the effect of using small group discussion on students' writing ability.

