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## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

As an international language, English plays a vital role as the tool of communication. Riyaz Ahmed (2016), states that English plays an important role in communication; therefore, there is no doubt that it is the foremost and most important tool of communication all over the world. Individually, everybody should strive hard to acquire very good communication skills which are the most important prerequisites to excel in one's career. English is the first foreign language in Indonesia that is taught from elementary school until university. It is therefore is considered as the most universal language in the world. World choice education (2013) says in their website that from the very beginning of human civilization English has always been used as the main international language. Originally it was established for the dominant civilization; the Latin language was expanded by the Roman Empire, the French language became popular for the Napoleon conquests, and finally the English language from the UK expansion and the incursion of USA was considered the first world power, and since then it has been used worldwide in various fields such as in commerce, religion, education and technology.

In Indonesia, English has been taught as a foreign language and the approach of teaching is a communicative approach with integrative language skills: listening, speaking, reading and writing. Among the four skills, listening and reading are considered receptive skills; whereas, speaking and writing are productive skills. As a productive skill, writing plays an essential role in the

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context of EFL teaching in many countries because it is one way for communicating ideas, thoughts, and messages to the readers for a variety of purposes both formal or informal. Hyland (2003) views that writing is one way to share personal meanings and it focuses on personal construction of the communicator's ideas and views on a certain topic.

One benefit of writing is that it can help students in learning process to acquire knowledge which is an invaluable treasure of human beings. Allah *ta'ala* states in the holy Qur'an Al-Mujadilah: 11 as follows:

يٰۤاُوۤتُوۤا الْعِلْمَ دَرَجٰتٍ وَاللّٰهُ يَمَّا تَعْمَلُوۤنَ خَبِيۡرٌ

*“Allah will raise the position of those who believe among you and those who are given knowledge to some degrees. And Allah knows what you do”.*

From the verse above, it is clear that it is very important to acquire knowledge because Allah will place us in a higher position than those who do not acquire knowledge. In this case, to help the students in learning process to acquire the knowledge, writing is one of the skills for them to possess. This statement is strengthened by Prophet Muhammad Peace be Upon Him:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

The ability to write in English is considered essential because it is a means of developing overall English ability, specifically by developing the vocabulary and knowledge of grammar through listening and reading (Reichelt, 2005). In



addition, the ability to write well is increasingly required as learners further their study in the higher level of education.

It is with no doubt that Writing is one of the language skills in human communication and its importance has been more and more recognized today. Oshima and Hogue (1998) argue that 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. This means that a piece of writing, whether it is a composition for an English class is never complete; it is always possible to review and revise again. Writing is also recognized as a vital skill in the teaching and learning English as a Foreign language (EFL) because it is a thinking process that encourages students to think, concentrate and organize their ideas and cultivate the ability to summarize, analyze and criticize (Rao, 2007). These critical thinking skills are required in the modern world and they can be acquired through writing. The importance of writing leads to the question about how to teach young EFL learners to write in English effectively because it is regarded as the most difficult skill of all four English language skills.

Writing is regarded as a very complex process in which cognitive in brainstorming, planning, outlining, organizing, drafting, revising and so forth (Flower & Hayes, 1981), so learning to write is viewed as the difficult skill and problematic for both native and non-native speaker. It is especially difficult of ESL learners in academic settings (Talebinezhad & Negari, 2009,p.85). In addition, writing consists of numerous elements which the writer needs to take







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Diary is a strategy that enables students to record their responses to the text as they read. Students write down phrases or sentences from their reading assignment and then write down the reaction or response to message. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively engaged with the material they read.

Based on the afore-mentioned problems, it is indicated that Field Trip strategy and Double Entry Diary strategies give significant influence on the students' writing ability. Therefore, the writer was interested in conducting a study entitled "A COMPARATIVE STUDY ON THE USE OF FIELD TRIP STRATEGY AND DOUBLE ENTRY DIARY STRATEGY ON STUDENTS' WRITING ABILITY AT SMK NURUL FALAH PEKANBARU".

## 1.2 Statement of the Problems

Based on the background above, there were several problems encountered by the students of SMK Nurul Falah in writing. The first problem was their low ability in writing descriptive paragraph. It is agreed that writing ability is basically the ability to write sentences and paragraphs correctly with proper grammar, spelling, and punctuation. These are the components that the students misuse in their writing.

The second problem was the students' negative attitude toward the process of teaching and learning writing. Since writing is a very complex cognitive activity, students in general find it very difficult to deal with writing. They consider writing as a daunting task. It makes them less interested in learning



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writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement.

The third problem was the students spent the time on writing ineffectively with poor results. Most of them experienced the writers' anxiety. They were pessimistic about writing that caused them to hesitate to start writing. The students also faced difficulty in generating and organizing their ideas that matches what Richards and Renandya (2002: 303) view 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 text. Some of the students have too many ideas to write, and the rest of them have too few ideas or they do not even have any idea. They often spend much time in getting ideas; yet, they still don't know how to start their writing. They are also confused to decide what to write first and what to write next.

Based on the identified problems, the strategies can be practiced in writing, Field Trip and Double Entry Diary strategies require students to participate in generate ideas and encourages them in writing descriptive text. Field Trip is an excursion which is used by the teacher to complete certain study experiences and it is the integral part of school curriculum (Sagala, 2011:214). Field Trip as a learning activity teaches the students under teacher's guidance to visit certain places with the purpose to learn. It is appropriate to improve learning descriptive writing because bringing the students nearer to the learning object makes them easily explore their ideas into written language. By Field Trip, all students have



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the chances to participate actively during learning process, so it is not dominated by the students who have high achievement.

### 1.3 Limitation of the Problem

The writer limited the problems to the students' ability in writing descriptive text. Therefore, this study focused on investigating the comparison of two appropriate strategies to help the students in writing descriptive text. So, the problem was limited to investigating which technique gave better results (Field Trip or Double Entry Diary strategy) on students' writing ability at SMK Nurul Falah Pekanbaru.

### 1.4 Purpose and Objective of the Problem

The purpose of this research was to find out which strategy was more effective to be used in teaching and learning process and how to improve the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru. The objectives of the research are stated as follows:

- a. To find out the significant difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru before being taught by using Field Trip strategy and before being taught by using Double Entry Diary strategy.
- b. To find out the significance difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru before and after the use of Field Trip strategy.

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c. To find out the significant difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru before and after the use of Double Entry Diary strategy.

d. To find out the significant difference of the students' writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru after being taught by using Field Trip strategy and after being taught by using Double Entry Diary strategy.

### 1.5 Research Questions

The problem of this research can be formulated in these following questions:

1. Is there any significant difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru before being taught by using Field Trip strategy and before being taught by using Double Entry Diary strategy?
2. Is there any significance difference of the writing ability of the tenth grade students of SMK NUrul Falah Pekanbaru before and after the use of Field Trip strategy?
3. Is there any significant difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru before and after the use of Double Entry Diary strategy?



4. Is there any significant difference of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru after being taught by using Field Trip strategy and after being taught by using Double Entry Diary strategy?

## 1.6 Significance of the Study

The findings of this study are expected to provide teachers with benefits in the field of teaching English as a foreign language. Among other benefits are as in the following. Firstly, this research could be useful for English teachers to get information about different teaching techniques, especially in teaching writing by using Field Trip and Double Entry Diary strategies. Secondly, the findings of the research are expected to improve teacher's and students' writing skills especially writing paragraphs. Thirdly, the findings of the research are expected to help teachers to improve their skills in teaching and learning process. Fourthly, the findings of the research can be used to give contributions to other researchers to carry out similar research on different topics.

In addition, the findings of the study can hopefully encourage the English teachers of SMK Nurul Falah Pekanbaru to develop appropriate writing materials especially the ones dealing with the writing of descriptive paragraph so that the students writing skills could be improved.

## 1.7 Rationale for the Study

*J. C. Aggarwal (2003)* describes that educational Field Trips are also helpful for the teachers to clarify, establish, co-relate and coordinate accurate



concepts, interpretations and appreciations and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus, it can be said that educational field trips are helpful in completing the triangular process of learning; that is, *motivation, clarification and stimulation*. A field trip is a wonderful way to extend a learning experience in such a way because the students not only understand the concept, but also understand how it connects to their world. *Eric Powell* describes that Field Trips are vital for students to have a chance to view and explore historical places and different social institutions. They provide an opportunity for the students to visiting a new place, meeting new people and seeing and understanding the things. Educational Field Trips are very important because they can bring the students to get closer to each other. They are very helpful for students' physical fitness, and they also become a source of entertainment. Furthermore, Educational Field Trips are very helpful to provide a future professional and vocational direction. They open the eyes of students, not only with information but also with ideas.

On the other hand, Double Entry Journals are an intervention designed to facilitate engagement with a text. Double Entry Journals engage students by allowing them to respond and reflect independently and collaboratively upon their understanding of the text (Double Entry Diary, 2010). The intervention encourages students to use strategies that aid comprehension such as: making connections, making inferences, asking questions, and clarifying confusion (Buehl, 2001). Double Entry Journals connect the reading process with writing, allowing the students to "think aloud" on paper (L'Allier & Elish-Piper, 2007).

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### 1. Comparative study

According to Pentti (2007), comparative study is often used in the early stages of the development of a branch of science. It can help the researcher to ascend from the initial level of general theoretical models, invariance, such as causality or evolution. In this research, comparative study means comparing two strategies of students' writing ability.

### 2. Field Trip strategy

Field Trip is a learning activity teaches the students under teacher's guidance to visit certain places with the purpose to learn. It is appropriate to improve learning descriptive writing because it can bring the students closer to the learning object that makes them easily explore their ideas into written language. (Sagala, 2011:214)

### 3. Double Entry Diary strategy

Double Entry Diary is an intervention designed to facilitate engagement with a text. Double Entry Journals engage students by allowing them to respond and reflect independently *and* collaboratively upon their understanding of the text (Double Entry Diary, 2010). The intervention encourages students to use strategies that aid comprehension such as making connections, making inferences, asking questions, and clarifying confusion (Buehl, 2001).

### 4. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. (SIL International, 1999:1). It means that writing ability refers to someone's ability in showing their

ideas in order that these ideas can be received by the reader. Moreover, Celce-Muria state that viewing writing as an act of communication suggest an interactive process which takes place between the writer and the reader via the text (2001:207). Therefore, writing skills should be possessed by the writer to create good communication to the reader through written production.

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