

CHAPTER I INTRODUCTION

A. Background of Problem

Writing is one of the activities done in learning English, and it is one of language skills. It is an important activity to express and convey our ideas, messages, and thoughts in the form of any type of writing, such as letter, memo, poem, short story, etc. Writing is very fun if we can enjoy it. We can be more interested in writing if we know what to write, but there are some people who usually enjoy writing indirectly. They write everything they like related to their feelings, experiences, knowledge, insight, and events in their environment, but notice that we have to be careful in writing because writing can be permanent and it is more formal than speaking. So, we have to pay attention to the rules of writing.

As one of the language skills, writing should be produced grammatically because it will never be separated from the mastery of grammar. To produce good sentences, it requires the mastery of the aspect. Mastering grammar is the first step to make a good writing. It can guide us to produce writing grammatically in which our writing can be read meaningfully and logically. In other words, writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading.¹ According to Harmer, writing is difficult for some students.² There are many aspects should be considered in writing, such as developing ideas, grammatical

¹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), p. 113.

² Jeremy Harmer, *How to Teach English*, (Cambridge: Addison Wesley Longman Limited, 1998), p. 85.

devices, choice of word, writing strategy and so on. As Syafi'i stated that, there are four dominant factors that involve the success of the teaching and learning process, namely, teachers, materials, method of teaching and learning.³ In addition, Teaching is guiding and facilitating learning, enabling the learner to learn; setting the condition for learning and learning is acquiring or getting the knowledge of subject or skill by study, experience, or instruction.⁴ So, in teaching and learning process, the teacher or educator should be able to be able more creative, active, innovative, effective and interested.

Writing is also important for all students including students of Senior High School (SMA) Budi Dharma Dumai in the process of teaching and learning English. This school implements school based curriculum (*KTSP*) that includes the contents of the syllabus in teaching English. In Senior High School Budi Dharma Dumai, teaching English is taught twice a week with time duration as long as 90 minutes (2 x 45 Minutes), the passing grade for English Subject in SMA Budi Dharma Dumai is 70 point. Based on the syllabus of Senior High school Budi Dharma Dumai, writing is one of four skills in teaching English. According to Fulwiler, "the general purpose of writing is usually specified by the assignment: explaining, reporting, analyzing, arguing, interpreting, and reflecting, and soon".⁵ Particularly, based on the syllabus of Senior High School Budi Dharma Dumai at the second grade, of the first semester, the standard competence of writing English refers to the ability to express the meaning in monologue text or writing of essay in narrative, report,

³M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*, (Pekanbaru: LBSI. 2007), p.1.

⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Sanfransisco University. 2000), p. 7.

⁵Toby Fulwiler, *Collage Writing*, (Boynton : Heinemann.2002), p. 11.

and analytical exposition correctly, fluently, acceptable in context of daily life and can also access the knowledge to the environment⁶.

Based on preliminary research, in Senior High School Budi Dharma Dumai, most the students had problems in learning English especially in writing. In learning process, after being explained about kinds of text especially report text, they were asked by the teacher to write the text. All students wrote based on the teacher's instruction. So, the teaching process can be called as the center of the student's activities. It was like the teacher-centered paradigm. At the end of learning process, the students submitted their works and the result showed that they got low scores, under the standard achievement. It means that they still got difficulties to write especially writing report text. They were not able to express and develop their ideas. The sentences they wrote were not correct based on the structure. They always put capital letters in the wrong place. They also often wrote some words in the uncorrect spelling form. They wrote report text in uncorrect grammar. Besides, they were not able to write report text correctly started from general classification and identification. It can be seen from the following phenomena:

1. Some of the students were not able to express their ideas in writing report paragraph.
2. Some of the students were not able to write report paragraph by using good language features such as using simple present tense and adjectives.
3. Some of the students were not able to put the generic structure of report paragraph.

⁶Tim Penyusun, Silabus SMABudi Dharma Dumai2012/2013.(Unpublished:Dumai, 2013),p.8

4. Some of the students often wrote incorrect spelling of using vocabulary.
5. Some of the students were not able to write report paragraph correctly (general classification and description).
6. Some of the students were not able to put the punctuation correctly.

Based on the explanation and the problem above, the writer can conclude that most of the students of the second grade at senior high school Budi Dharma Dumai still faced many problems that have to be overcome immediately, so that the students can be helped to write. They actually need a strategy when learning process to help them able to write report paragraph. In this case, the researcher provides a strategy to help them in writing namely Magnet Summaries Strategy. The researcher is sure that this strategy can be a helper for the students. Therefore, the researcher applies this strategy in her research.

Based on the problem described above, thus, the writer is interested in investigating this problem by conducting a research entitled: **“The Effect of Using Magnet Summaries Strategy toward Ability in Writing Report Paragraph of the Second Grade Students at Senior High School Budi Dharma Dumai”**

B. The Definiton of the Term

In order to avoid missundersatnding in reading this research report, the writer feels necessary to define some spesific terms, as follows:

1. Magnet Summaries

Magnet summaries is a reading and writing strategy that help students condense their reading about specific topics to several keywords or phrases and then combine the words or phrases into a sentence or two that incorporates all of the relevant information.⁷

2. Writing

Writing is about both a process and a product.⁸ The writer imagines, organizes, drafts, edits, and rereads. In this research students will use processes in writing above and produce some paragraph as products of writing.

3. Report

Report is a text which presents information about something, as it is. It is a result of systematic observation and analysis.⁹

4. Paragraph

Paragraph is a unit of information in writing unified by central idea.¹⁰ Central idea in paragraph is usually stated in a topic sentence. In this research, the paragraph is a collection of sentences written by students to make report paragraphs.

⁷Vicky Urguhart and Monette Mclver, *Teaching Writing in the Content Areas*, (New York: McGraw- Hill, 2005). P. 160-161.

⁸Davin Nunan, *Practical English Language Teaching First Edition*, (New York: McGraw-Hill, 2003), p. 88.

⁹NovriAnten, *Discussion Materials of Genre for Senior High School Students*, Solok, p.

¹⁰*Loc. Cit.* p. 1

C. The Problem

Based on phenomena above, it is very clear that the students of the second grades students at senior high school Budi Dharma Dumai have a lot of problems especially in writing report paragraph.

1. The Identification of the Problem

Based on phenomena illustrated in the background above, the students of second grade of SMA Budi Dharma Dumai still have a lot of problems, especially in terms of writing report paragraph.

Based on the problems depicted in the background, the problems of this research are identified as follows:

- a. The students have low motivation in learning writing.
- b. The students feel bored when writing the English report paragraph.
- c. The students have limited vocabularies.
- d. The students get difficulties in grammar in writing report paragraph.
- e. The teacher strategy is not appropriate to help students writing ability on report paragraph.

2. The Limitation of the Problem

Based on the identification of the problem above, it can be known clearly that there are many problems that ought to be investigated. The researcher limits the problem that only focuses on using Magnet Summaries Strategy and writing ability in report paragraph. It is quite necessary for researcher to know the effect of this strategy in writing, especially for the students of second grade at SMA Budi Dharma Dumai.

3. The Formulation of the Problems

The problems of this research can be formulated in the following question:

- a. How is the students' ability in writing report paragraph taught by using Magnet Summaries Strategy at Senior High School Budi Dharma Dumai?
- b. How is the students' ability in writing report paragraph taught without using Magnet Summaries Strategy at Senior High School Budi Dharma Dumai?
- c. Is there any significant effect of using Magnet Summaries Strategy toward ability in writing report paragraph of the second grade students at Senior High School Budi Dharma Dumai?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research.

- a. To find out students' writing report paragraph taught by using Magnet Summaries and without using Magnet Summaries.
- b. To find out whether there is significant effect of using Magnet Summaries toward ability in writing report paragraph.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The second grade students of SMA Budi Dharma Dumai are hoped to be able to write report paragraph better than before.

- b. The teachers of English who have problems in teaching writing are hoped to use Magnet Summaries that can help them in teaching writing.
- c. The readers of this research, the writer hopes that this research will give contribution to all readers who are interested in this research.
- d. The writer of this research, it is hoped that the research can enlarge the writer's knowledge about the research especially the writer's insight in the topic of Magnet Summaries Strategy toward ability in writing report paragraph.