

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is presented as a subject in educational institutions in Indonesia from the lowest level up to tertiary level, from kindergarden up to university. Nowadays, it is taught to produce students who can use the language in particular purpose. Alexander states that the mastery of languages is not ultimately from how much learners know about language, but how well they can use it for various purposes in real context.¹ It means students are expected to be able to use English in daily activities.

English has four language skills, they are listening, speaking, reading, and writing, they can not be separated each other.² Writing is one of the language skills that should be mastered by students. It is complex because it is influenced by vocabulary, grammar, generating and organizing ideas. Dunlap states that writing can be the most challenging of the four domains of language.³ It is not an easy work but the students have to master this skill because they need it for occupational or academic purpose. It requires ability in generating and organizing idea to produce receivable and understandable writing. It also needs much practice to produce a good writing product.

¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language*. (Pekanbaru: Alaf Riau Graha Unri Press, 2007) p. 1

² H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Ryents Englewood Cliff, 1994) p. 217

³ Carmen Zaniga Dunlap and Evelyn. *Practical Strategies for Successful Classroom: Helping English Language Learners Succeed*. (USA: Shell Educational Publishing, 2006) p. 106

Writing is also a process of activity which includes think and mental efforts. In writing, the students also have to know attitude, feeling, and knowledge of the readers because in writing the students will communicate with the readers through the written symbols. Furthermore, Mochini Bachani states that writing always has become difficult to teach or to learn because it involves a different kind of mental process which includes the sub-skills like drafting, editing, revising, organising etc.⁴ It can be seen from the phenomena that happen in some of the high schools. The students have spent their time in learning English since they were in elementary school up to now, but they still get difficulties to master writing skill. Considering that writing is very important for students, the teachers should be creative in choosing and applying strategy that can help them in improving their writing ability. The strategy is used by the teachers should be able to fulfill the students' need.

MAN 1 Pekanbaru is one of the Islamic Senior High Schools in Pekanbaru that applies school based curriculum (KTSP). This school uses KTSP as a guide in teaching and learning process including for English subject. The students learn English twice a week within 45 minutes for one learning hour. In English subject syllabus, students are expected to master four language skills, including writing. The students are required to be able to write in short functional text and in monologue text in the form of recount, narrative, and procedure text which use variety of written languages, accurately, fluently, and contextually.⁵ Based on

⁴Mohini Bachani. *Teaching Writing*. Retrived on February 22, 2013. <http://www.waymadedu.org/StudentSupport/Teaching%20Writing.pdf>. p. 1

⁵ *Syllabus of MAN 1 Pekanbaru 2012/2013.2013*. Unpublished: p. 10

preliminary explanation, recount, narrative, and procedure text were several texts that should be mastered by the first year students of senior high school where graduated standard (SKL) for writing skill is 75. Nevertheless, based on the preliminary research, the writer found some problems faced by the students especially in writing recount text; students' scores were still far from graduated standard (SKL).

In teaching and learning process in MAN 1 Pekanbaru, the writer found that the teacher used conventional strategy in teaching writing and explaining the material about the recount text. The teacher explained what recount text was, what the generic structures of the recount text were, and at the end asked the students to write a recount text. Ideally, the students were able to comprehend the recount text, but the reality said conversely. In fact, many students still had difficulties in writing recount text. Some of the students still got difficulties to find several ideas in writing recount text. Some of the students were not able to express the idea in writing recount text. The problems that are faced by the students are as follows:

1. Some of the students still get difficulties to find several ideas in writing recount text.
2. Some of the students are not able to express the idea in writing recount text.
3. Some of the students are not able to use English grammar correctly in writing recount text.
4. Some of the students are not able to select appropriate vocabulary in writing recount text.

5. Some of the students are not able to select a topic sentence and supporting idea in writing recount text.

Based on phenomena above, the writer assumes that the first year students of MAN 1 Pekanbaru still need an appropriate strategy to improve their ability in writing recount text. Inductive writing is feedback for students' writing for organizing details, finding and stating the big ideas that unit those details, and structuring large amounts of information into meaningful sets.⁶ It can help students to solve their problems in writing recount text.

According to the strategy that had been mentioned in previous paragraph, the writer is optimistic that inductive writing is a solution that can be applied in solving the problem. Finally, the writer is interested in carrying out a research entitled **“The Effect of Using Inductive Writing Strategy toward Students' Ability in Writing Recount Text of the First Year Students at Man 1 Pekanbaru”**.

B. Definition of the Term

To avoid misunderstanding and misinterpreting on the terms used in this research, it needs some explanation and definitions about the meaning of the terms used in this research, the terms are as follows:

⁶Harvey F. Silver, Richard W. Strong and Matthew J. Perini. *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. (USA: ASCD, 2007) p. 129

1. Effect

Effect is a change produced by an action or a cause a result, an outcome.⁷

In this research, it means an action to write a recount text through inductive writing strategy for the first year students at MAN 1 Pekanbaru.

2. Inductive Writing

Inductive Writing is a strategy that emphasizes assembling details, identifying the big ideas that unite those details, and organizing information into a meaningful structure.⁸ In this research, this strategy was used to help the first year students of MAN 1 Pekanbaru to increase their ability in writing recount text.

3. Ability

Ability is skill or power. According to Hornby, ability means special nature power to do something well, it is called talent.⁹ Ability in this research refers to special nature or power of the first year students at MAN 1 Pekanbaru in writing recount text.

4. Writing

Writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.¹⁰

⁷Hornby. *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press, 1995), p. 369.

⁸Harvey F. Silver, R. Thomas Dewing and Matthew J. Perini. *Inference: Teaching Students to Develop Hypotheses, Evaluate Evidence, and Draw Logical Conclusions*. (USA: ASCD, 2012) p. 105.

⁹Hornby, *Op. Cit.*, p. 2.

¹⁰Hedda Tan. *What is Writing and Why is There a Need to Learn it?*. Retrived on February 20, 2011. <http://www. A Definition of Writing Teaching English Literacy in Asia.htm>.

Writing in this research means the ability of the first year students at MAN 1 Pekanbaru in expressing their ideas in written form of recount text.

5. Recount

Recount is to retell somebody about something, especially something that you experienced.¹¹ Recount text in this research means that the students' experiences. When creating a recount, students must determine their purpose, consider their audience, and establish the orientation, series of events, evaluation, and re-orientation.

6. Text

A text is the representation of written language.¹² In this research, the text is recount text, which is written by the first year students at MAN 1 Pekanbaru.

C. The Problem

1. The Identification of the Problem

Based on the previous explanation, the researcher identifies the problems as follows:

- a. The students have lack of vocabulary in writing recount text.
- b. The students have low ability in writing recount text.
- c. The students still get difficulties in using grammar correctly in writing recount text.

¹¹Amanda Morin. *Four Types of Writing Styles*. Retrived on January 21, 2013. <http://childparenting.about.com/od/schoollearning/a/4-types-of-writing-styles.htm>

¹²Joy M. Reid. *The Process Of Composition*. (USA: Prentice Hall Regent, Englewood Cliffs, NJ 07632) p. 8

- d. The students do not know how to select a topic sentence and supporting idea in writing recount text.

2. The Limitation of the Problem

The problem of this research only focuses on using inductive writing strategy and students' ability in writing recount text of the first year students at MAN 1 Pekanbaru.

3. The Formulation of the Problem

The problems in this research can be formulated as follows:

1. How is students' ability in writing recount text taught by using inductive writing strategy of the first year students at MAN 1 Pekanbaru?
2. How is students' ability in writing recount text taught without using inductive writing strategy of the first year students at MAN 1 Pekanbaru?
3. Is there any significant effect of using inductive writing strategy toward students' ability in writing recount text of the first year students at MAN 1 Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' ability in writing recount text taught by using inductive writing strategy of the first year students at MAN 1 Pekanbaru.
- b. To find out the students' ability in writing recount text taught without using inductive writing strategy of the first year students at MAN 1 Pekanbaru.

- c. To find out whether or not there is a significant effect of using inductive writing strategy toward students' ability in writing recount text of the first year students at MAN 1 Pekanbaru.

2. The Significance of the Research

The writer hopes that the findings of this research will provide the contribution and information to:

- a. The teachers and the institutions about the effect of using inductive writing strategy to improve students' ability in writing recount text.
- b. The students in order to improve their ability in writing recount text.
- c. Enhance the writer's knowledge about teaching writing by using inductive writing strategy.