

CHAPTER I

INTRODUCTION

A. Background

Today, our education has applied a curriculum called School-Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum uses genre as a tool to bridge students with their daily life. The language skills such as reading, speaking, listening, and writing are taught as integrated skills which lead the students to have real-life skills. Based on the School-Based Curriculum, teaching English at Senior High School has been oriented on these four language skills. The students are expected to be able to communicate in both spoken and written form to solve their problems in daily life. So, they learn English through functional texts and monologue essays known as genre. In other words, they are taught English with Genre-Based Texts.

One of the crucial skills for students of English as a Second Language (ESL) and English as a Foreign Language (EFL) is writing. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, they must be able to construct and state ideas in their writings. However, many students find that writing is hard to do. An expert like Hughey claimed that certain linguistic factors make writing more complex and difficult discourse

medium for most people¹. In other words students must understand what components are involved in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing. These components make them stucked and have no idea in writing. It seems that the ideas are easier to speak out than to write down on paper. However, concerning to its function, writing should be passed.

State Senior High School 1 Bangkinang Seberang is one of the schools which applies School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). It provides writing as one of the skills in English mastery in order to help the students pass writing ability. Based on the syllabus of KTSP at the eleventh grade, for the first semester, the basic competence of writing English refers to capability of students in expressing the meaning in monologue texts or essays which use various written form accurately, fluently and contextually in the texts such as report, narration, and procedure.²

Based on the preliminary study done by the researcher on August 2012 (at PPL), the eleventh grade students of State Senior High School 1 Bangkinang Seberang had problems. There was a gap between the fact and its theories stated on the Syllabus. There were a lot of students that were not able to write the procedure text well. Their ideas did not flow well since the grammar was not clear. Most of them were confused in using the appropriate tense for procedure

¹ Jane B. Hughey. et al, Teaching ESL Composition: Principles and Techniques.(Newbury House Publishers. 1983). p 3-4.

² SMAN 1 Bangkinang Seberang, Kurikulum Tingkat Satuan Pendidikan (Bangkinang Seberang, SMAN 1 Bangkinang Seberang, 2010), p. 16.

text. Then, most of them did not order the steps clearly and used inappropriate vocabularies since procedure text needs specific vocabularies to explain the materials, the tools and the steps. It also impacted to their score. Their scores were low. There were a lot of students who got score above 60 and the rest got enough score. Furthermore, they were demanded to pass all English courses with the passing score (60). All the description above indicates that their writing on procedure text is low. This problem should be solved quickly.

In short, the phenomena can be concluded as follows:

1. Some of the eleventh grade students seem not able to write the procedural text well.
2. Some of the eleventh grade students seem not able to use generic structures of procedural text well.
3. Some of the eleventh grade students seem not able to use language use of procedural text well.

Based on the symptoms above, it can be clearly seen that writing ability of eleventh grade students at State Senior High School 1 Bangkinang Seberang on procedure text was low and must be improved.

In this occasion, the researcher wants to introduce a new strategy in learning writing. It is known as Power Notes Strategy. As Cathy Allen Simon³ stated Power Notes is a strategy that teaches students with an efficient form of

³ Simon Allen Cathy, (readwritethink.org professional-development strategy guides-power note, 2012), p. 1- 4. Online, 10 September 2012, Website: <http://www.readwritethink.org>

organizing information from assigned text. It helps the students to categorize the information and separate main ideas from supportive details. The systematic approach of Power notes strategy visually displays the differences between main ideas and supportive details in outline form. This organizational tool can be used for reading, writing, and studying across all content areas⁴.

Power Notes strategy helps students differentiate between main ideas and details in a structured format. Since main ideas and details are assigned numbers, students can quickly learn that this organizational tool is a simple concept to grasp. Main ideas are Power 1 ideas, and details and examples are either Power 2, 3, or 4 ideas⁵.

Based on the explanation above, the researcher is interested in conducting a research entitled: *“The Effect of Using Power Notes Strategy on the Writing Ability Procedure Text of the Eleventh Grade Students of Social Sciences at State Senior High School 1 (SMAN 1) Bangkinang Seberang”*.

B. Problem

1. Identification of the Problem

Based on the background above, it can be seen clearly that some of the students of eleventh grade at State Senior High School 1 Bangkinang Seberang

⁴ Santa, C., Havens, L., and Macumber, E. (Creating Independence Through Student-Owned Strategies. Kendall/Hunt Publishing Company: Dubuque, IA. 1996). P. 2-3.

⁵ Ibid.

still face problems concerning to write the text. The problems are identified as follows:

- a. Why do some of the eleventh grade students seem not able to write the procedural text well?
- b. Why do some of the eleventh grade students seem not able to use generic structures of procedural text well?
- c. Why are some of the eleventh grade students unable to use language use of procedural text?

2. Limitation of the Problem

According to the identification of problem, it can be concluded that there are a lot of problems needed to be investigated. However, the researcher only limits investigation on the effect of using power notes strategy on the writing ability on procedure text of the eleventh grade students of social science at State Senior High School 1 Bangkinang Seberang.

3. Formulation of the Problem

Based on the problem depicted above, those problems of this research are formulated in the following research questions:

- a. How is the ability of eleventh grade students in writing procedural text before being taught by using Power Notes Strategy?

- b. How is the ability of eleventh grade students in writing procedural text after being taught by using Power Notes Strategy?
- c. Is there any significant effect on students' ability in writing procedural text by after using and before using Power Notes Strategy?

4. The Objectives of the Research

1. To find out how students' ability in writing procedural text before being taught by using Power Notes Strategy is.
2. To find out how students' ability in writing procedural text after being taught by using power notes is.
3. To find out whether there is a significant effect of using Power Notes Strategy on students' ability in writing procedural text.

5. The Significant of the Research

1. To give information about the students' writing ability in procedure text after being taught by using Power Notes Strategy.
2. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of Power Notes Strategy.
3. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

6. Reasons of Choosing the Title

The researcher is interested in conducting the research because of some reasons listed below.

- a. The title is interesting to be investigated, because it relates to the problems faced by students nowadays. It needs to find out the solution, so the students can write the procedure text well.
- b. The genre becomes familiar nowadays.
- c. The topic is relevant to the writer as one of the students of the English Education Department who will become the English teacher.

7. Definition of Terms

In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary to define the following terms:

a) Power note

Power Notes is a cognitive strategy used to record essential information while denoting its important level.⁶

b) Procedure text

Procedure text is telling how to do something. This might include instructions for how to carry out a task or play a game, directions for getting a place, and rules of behavior.⁷

⁶ A Collection of cognitive strategies for teacher, Bob Moore Consultant Southern Regional Education Board (*High Schools That Work*), p. 1 Online 12 September 2012, Website : <http://bob.moore@sreb.org>

⁷ Board of Studies NSW Sydney, Australia 2001.p.123