

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a productive activity which means that people who write is meaning to create something. Especially in English language, writing is one of the skills in English that should be known and mastered by the linguistic academic people. Writing is a process of thinking in expressing ideas of someone. The ideas are coming from the trusted references, especially in academic writing. It means that in order to create, produce, or compose a great writing product, writer needs to find the information from any resources. Say for example resources from books, article, journal, internet and the others. In reference to Elbow stated that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which ones to use.¹ Statement above is trying to say to us that how great and complex a writing skill is.

In educational system, teaching and learning system, writing subject becomes one of the other language skills that should be mastered by the students as the objects of educational system. Writing is also one of the crucial skills for success in Language educational term. The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing

¹ Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process* (Oxford: Oxford University Press, 1998) p. 7

exercises, homework, project papers, reports, and even final exams, thus, we can realize how important the role of writing for students in educational world.

In the school of my research place, SMAN 7 Pekanbaru, uses the school based curriculum (KTSP), especially for the eleven grade level students, they have a requirement in writing subject that the students are able to write several kinds of short functional text, such as report, narrative, and analytical exposition. According to the school based curriculum, the goal of learning process is to develop the skill of communication. It means that it will collaborate all the language skills in terms of teaching and learning process. Especially in writing ability, there are two basic competences that must be focused on. First is expressing the meaning in short functional text by using written language accurately and fluently. Second is expressing the meaning of rhetorical in short functional text accurately and fluently by using written language in report text, narrative text, and analytical exposition text². So that, writing also becomes one of the important skills in English language learning. In lining with the statement above, Lane also stated that in the academic and professional worlds, writing is very important³.

The time duration for English subject is 2 x 45 minutes in a week. The teacher uses the time to teach all of the materials for one meeting. Teacher used conventional technique, Three Phase technique, to explain and convey the materials to the students in order to maximize students' ability in term of writing subject. It means that the teacher uses the common techniques during

² Syllabus for the Eleven Grade Students' at SMAN 7 Pekanbaru.

³ Jane Lane & Ellen Lange, *Writing Clearly an Editing Guide* (Boston: Heinle & Heinle Publishes, 1993) p.15

teaching, explaining, and conveying the materials for the students in teaching and learning process. According to the statements above, of course, the students are able to take every single material well in teaching writing process. But, the fact, the students have found some problems during the activities in the class. The students cannot enjoy the classroom activity well and the focusing one is that the students are not able to develop their ideas for writing well.

They have many problems in writing. The problems are going to be fixed or minimized by the teacher later on. Beside the problems before, the students are also hard in developing ideas, vocabulary mastery, grammatical use and etc. So that the students feel uncomfortable and they do not enjoy the teaching and learning process.

The problems are seen as in the following:

1. Some of the students have problems in writing subject.
2. Some of the students are not able to follow the materials.
3. Some of the students have problems in developing ideas.
4. Some of the students have problems in identifying the information.
5. Some of the students have problems in using grammatical structures.
6. Some of the students cannot pass their passing grades in writing subject in term of 65 scores.

The conditions above show that the students find many problems during the class activity, especially in writing section. Writer has promised to introduce a new strategy that can be used by the teacher in order to minimize

the problems that students have found in writing above. The strategy is Question-Search-Outline-Write strategy. This strategy is an organizing strategy. According to Bouchard,⁴ this strategy gives students an organizational strategy to assist them with content area research and writing.

Based on the explanation above, the writer is interested in conducting a research entitled “**The Effect of Using Question-Search-Outline-Write Strategy on Students’ Writing Ability in Report Paragraphs at the Eleven Grade of SMAN 7 Pekanbaru**”.

B. Definition of the Term

There are some terms involved in this research, thus to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

1. Jack C. Richards stated that effect is measure of strength of one variable’s effect on another or relationship between two or more variables.⁵
2. Question-Search-Outline-write strategy is a strategy giving students an organizational strategy to assist them with content area research and writing.
3. Writing is an instrument of thought that only when people write and they discover what they know. Also, writing has as an advantage in

⁴ Margaret Bouchard, *Comprehension Strategies for English Language Learners* (New York: Scholastic Inc, 2005), p. 92

⁵ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic: Third Edition* (Pearson Education: New York, 2002), p. 175

that people use more sophisticated vocabulary while writing than they will probably use in spoken language.

4. According to Englishindo, A report text is a text conveying information about an event or a situation, after investigating and considering.⁶

C. Problem

Based on the writer pre-liminary observation at SMAN 7 Pekanbaru, it is clear that more students are still encounter difficulties or problems, especially, in term of writing ability.

To make the problems of this research clearer, thus, the problems of this research are identified as follows:

1. Identification of the problem.

- a. What are the factors that make the students have limited vocabulary?
- b. Why are the students getting difficulties to find out main idea of the text?
- c. Why are the students getting difficulties in understanding the report text or sentences, and finding the meaning of the sentences?
- d. Why are the students getting difficulties in doing exercises that follow in the writing activity?
- e. Why the students cannot make inference of the text?

⁶ Englishindo, "Report Text – Penjelasan & Contoh". 2012. 14 Dec. 2012
<http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html>

- f. Is question-search-outline-write strategy effective in improving students' writing ability?

2. Limitation of the problem.

Based on the identification of the problems stated above, encountering the weaknesses that the writer has, thus, the writer focused the problems of his research on using Question-Search-Outline-Write strategy and writing ability in report paragraphs at the eleven grade , XI IPA 2 and XI IPA 3, of SMAN 7 Pekanbaru.

3. Formulation of the problem.

Based on the problem limited above, thus, the research questions are formulated as follows:

- a. Is there a significant difference on students' writing ability of report paragraphs before being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class at the eleven grade students of SMAN 7 Pekanbaru?
- b. Is there a significant difference on students' writing ability of report paragraphs after being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class at the eleven grade students of SMAN 7 Pekanbaru?

- c. Is there any significant effect of using Question-Search-Outline-Write toward writing ability of report paragraphs at the eleven grade students of SMAN 7 Pekanbaru?

D. Objectives and Significance of the Research

1. Objective of the Research

- a. To find out whether there is a significant difference on students' writing ability of report paragraphs before being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class at the eleven grade students of SMAN 7 Pekanbaru.
- b. To find out whether there is a significant difference on students' writing ability of report paragraphs after being taught by using Question-Search-Outline-Write strategy for experimental class and without being taught by using Question-Search-Outline-Write strategy for control class at the eleven grade students of SMAN 7 Pekanbaru.
- c. To find out whether there is a significant effect of using question-search-outline-write strategy on students' writing ability in report paragraphs at the eleven grade of SMAN 7 Pekanbaru.

2. Significance of the Research

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for the students and the teachers at the eleven grade of SMAN 7 Pekanbaru? to be considerations in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language/ second language, and thus who are concerned in world of language teaching in general.
- d. Finally, these research questions are also expected to be the practical and theoretical information to the development of the theories on language teaching.

E. The Reasons for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on the following reasons:

1. The title of the research is relevant with the writer's status as a student of English education department.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.