

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of four main skills in learning English and also one of the hardest skills for foreign language learners. It is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading.¹ In writing, the students need to know how to write a simple paragraph. They are taught to compose a simple paragraph such as; descriptive, procedure, recount, and narrative.

Writing is very fun if the students enjoy it. They can be more interested in writing if they know what to write. Furthermore, there are some students that usually enjoy writing indirectly. They write everything they like related to their feelings, experiences, knowledge, insight, and events in their environment, but notice that they have to be careful in writing because writing can be permanent and it is more formal than speaking. So, they have to pay attention to the rules of writing.

Writing is a crucial activity needed by the students in learning language (English) and it is one of productive language skills. As one of productive skills, it is needed by the students to express their ideas. Dealing with this, Hughey states that through writing the students express their feelings-their hopes, dreams,

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

and joys as well as fears, angers, and frustrations.² Writing, as the productive language skill, requires students to produce written text. It can not be produced without the mastery of grammar, verb tenses, vocabulary, and etc had by the writer. Without the mastering of some aspects above, the writing produced by the writer will be difficult to be understood by the readers. In accordance with the idea above, Lane states that a writer must be able to control verb tenses in order for the reader to understand when actions and events take place.³

Writing is one of the activities that is done by language learners and it is one of the language skills. It cannot be produced without vocabulary and grammar mastery that have owned by writers. That idea above is the same as Nunan says “product oriented approaches to the development of writing.”⁴

According to School-Based Curriculum (KTSP) writing is one of the skills in English Subject that must be taught and learned in senior high school. Based on KTSP, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society

² Jane B. Hughey., et. al. *Teaching ESL Composition: Principles and Techniques*. (London: Newbury House Publisher, 1983.) p. 6.

³Janet Lane, and Ellen Lange. *Writing Clearly an Editing Guide*.(United State: Heinleand Heinle Publishers, 1993.) p. 2.

⁴ Nunan, David. *Language Teaching Methodology: A text book for Teacher*(UK: Prentice Hall 1991.) p. 83.

3. Developing understanding of students about the relationship between language and culture⁵

MA Muhammadiyah Pekanbaru is one of the Private Islamic Senior High Schools that uses School Based Curriculum (*KTSP*). The time allocation for Teaching English is two periods in a week with duration 2 x 45 minutes per period. According to syllabus 2013/2014 at the first year, for the first semester, the basic competence of writing English refers to capability of students in expressing the meaning in short functional formal and informal written texts (for example announcement, advertisement, etc) using written language accurately, fluently, accepted in daily context and expressing the meaning and rhetorical stages in simple essays accurately, fluently and contextually in the forms of texts such as recount, narrative, and procedure.⁶

Based on the writer's preliminary observation by interviewing the English teacher, writing has been taught by using some techniques by the teacher of English, such as Three-phase technique, Outlining technique and Clustering technique. Generally, teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features.. In this technique the teacher explained to the students the material (types of genre) from the textbook and asked students to write down. Firstly, the teacher asked them to make an example of paragraph based on types of genre.

⁵ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), p. 307

⁶ Tim Penyusun. *MA Muhammadiyah Pekanbaru 2013/2014*. (Pekanbaru: Unpublished, 20013), pp. 9-10.

However, in fact, most students could not achieve completed Minimum Standard Curriculum Achievement(MSCA) or KKMset by the school, 7,0. Based on the writers' preliminary observation at the first year students of MA Muhammadiyah Pekanbaru, the writer concluded some problems that were faced by the students in this school:

1. Some of the students are not able to collect their ideas in writing narrative paragraph.
2. Some of the students are not able to write the generic structures of narrative paragraph.
3. Some of the students are not able to use correct grammatical order in writing narrative paragraph.
4. Some of the students do not have enough vocabulary to develop their ideas while writing.
5. Some of the students are difficult to choose vocabulary appropriately in writing narrative paragraph.
6. Some of the students are not able to write English spelling correctly.

This problem might happen because of internal and external factors. Internal factors are such as the ways of students learning, ability of students, time consuming, etc. While, the external factors are such difficult lesson to students.

Therefore, the writer would like to try applying an activity in teaching English, called "Timed Writing ChecklistStrategy". It is a strategy to organize

students' writing to prepare for a timed writing portion of a test.⁷When they found a topic, tried freewriting on it, and are read to write a rough draft, the next step is to go over the following check list for ideas and to return to the check list at various stages of your writing for further help.⁸ The purpose of this strategy is to help the students easily to write or organize a paragraph and to understand it.

Thus, the writer is interested in investigating these problems, by conducting a research, entitled "The Effect of Using Timed Writing Checklist Strategy Towards Students' Writing Ability on Narrative Paragraphs at the First Year of MA Muhammadiyah Pekanbaru".

B. Reason of Choosing of the Title

The reasons why the writer is interested in carrying out a research on the title above are based on several considerations:

1. The problems of this research are very crucial to be investigated in a research.
2. The title of this research is relevant which the status of the writer is as a student of the English Education Department.
3. As far as the writer is concerned the title of this research is not yet investigated by any other researchers.

⁷Katherine WiesolekKuta, *Reading and Writing to Learn: Strategies Across the Curriculum*, (London: Greenwood Publishing Group, 2008), p. 208

⁸http://bellevuecollege.edu/artshum/materials/engl/Christiansen/092Wrtng_Checklst.htm,
retrieved on May 8th 2013

C. The Problem

1. Identification of the Problem

Based on the problems depicted in the background of the problem.

Thus, the problems of the research are identified as follows:

- a. What makes some of the students unable to collect their ideas in writing narrative paragraphs?
- b. What makes some of the students unable to write the generic structures of narrative paragraphs?
- c. What makes some of the students unable to use correct grammatical order in writing narrative paragraphs?
- d. What makes some of the students do not have enough vocabulary to develop their ideas while writing?
- e. What makes some of the students are difficult to choose vocabulary appropriately in writing narrative paragraphs?
- f. What makes a certain number of the students unable to write English spelling correctly?

2. Limitation of the Problem

Based on the identification of problem above, it is clear that there are many problems in this research. In order to avoid misunderstanding in this research, thus, the writer discussed only about writing ability in narrative paragraph at the first year students of MA Muhammadiyah Pekanbaru that consist of some aspects: content, organization, vocabulary, grammar and spelling and punctuation.

3. Formulation of the Problem

Based on the problems limited above this research is formulated into the following research questions:

- a. How is the students' ability in writing the narrative paragraphs before being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru?
- b. How is students' ability in writing the narrative paragraphs after being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru?
- c. Is there a significant difference result between students' writing ability in narrative paragraph before and after being taught by using time writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To obtain the data about the students' ability in writing narrative paragraphs before being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru.
- b. To get about information the students' ability in writing narrative paragraphs after being taught by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru.
- c. To find out the significant effect of students' ability in writing narrative paragraphs before being taught by using using timed writing

checklist strategy and after being taught by using timed writing checklist strategy

2. The Significance of the Research

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

- a. These research findings are hopefully contributing the writer, especially in term of learning research as a novice researcher.
- b. These research findings are also expected to provide the positive contributions pertaining to the process of teaching and learning English, especially in term of the effect of using timed writing checklist strategy toward students' writing ability of narrative paragraphs at the first year of MA Muhammadiyah Pekanbaru.
- c. These research findings are also expected to be the practices and theories in order to develop the theories on teaching learning English a foreign language, and for those who are concerned in the world of language teaching.

E. Definition of the Terms

1. Time Writing Checklist Strategy

Time Writing Checklist Strategy is a strategy to help students organize their writing to prepare for a timed writing portion of a test.⁹In this research, Time Writing Checklist Strategy is a strategy used by the

⁹Katherine WiesolekKuta, *Loc. Cit*

writer to know the effect of that strategy towards the students' writing ability at the first year of MA Muhammadiyah Pekanbaru.

2. Writing ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.¹⁰ In this research, writing ability means skill how to write a good narrative paragraph at the first year of MA Muhammadiyah Pekanbaru.

3. Narrative Paragraph

Narrative Paragraph is story telling. Whether it tells a true story or fiction, narrative essay gives an account of one or more experiences.¹¹ In this research, it means the students write narrative paragraphs by using timed writing checklist strategy at the first year of MA Muhammadiyah Pekanbaru.

¹⁰Melgis Dilkawaty Pratama. *The Effect of Using Dictogloss Technique Toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru*. (Pekanbaru: UIN SUSKA RIAU, 2010), p. 8

¹¹M Syafi'i S, M Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 53