

CHAPTER 1 INTRODUCTION

1.1 Background of Study

English is very important for all people in all level of education. Learning English is an important because English is world language used by the students to communicate with other students, even with their English teacher and with other people in the other country. Luciana (2005) argues that the teaching of English in Indonesia aims at preparing learners to take part in the era globalization world. Everybody who lives in this world use an English language to communication and interact for people who live around them.

English an of International language. So, English is very important in education, many people have to learn English to know the development of technology and to increase their ability. Lucantoni (2006) in Maslichah (2011:01) said that the importance of English throughout the world in education, business, government, and social situations continues to grow, despite the understandable desire of people to preserve their own native language. The most people have a notion that English language is very important in any where and any time. But they have a notion that English language is very difficult to learning, so partly from them not like to learner English. To teach English language the teacher must have any strategies. To provide the students with English learning as a whole, the teacher has to present all language skills that are identified as listening, reading, speaking, and writing.

As one kind of language skills, Writing is strongly linked to improve academic performance in all subjects (Andrew and Evelyn, 2007:144). The implication of this linkage is that all teachers in all subjects need to include Writing in their teaching. For many students, writing is a boring chore and an opportunity to make a lot of mistakes. However, we believe that writing can be a very interesting and involving activity for students of English (Mark Hancock and Annie McDonald, 2000).

In junior high school, Writing is one of difficult subject after speaking. They always find difficulties in learning Writing, they do not know what should they write, the grammar and etc. According to Peter Elbow (1981:03), “there is no hiding the fact that Writing well is a complex, difficult, and time consuming.” There are many factors can cause the problem of the students’ Writing skills namely the students’ interest, the material, and the media in teaching English. Beside that, according to Kalsum Maloho (2009) in Maslichah (2011:02), “students’ problems in Writing are due to some factors: lack of vocabulary, lack of English grammar understanding, and lack of practice.”

How to improve and support students developing their Writing skill to write in English is teachers’ responsibility. Actually, there are many kinds of activities in using English in the classroom. Using story pyramid is one of the examples. Story pyramid can be used to practice the students in the Writing class. Although we know that story pyramid can be nothing if the students do not have mastery of basic grammar and vocabulary.

The second year students of SMPN 2 Slahung still find difficulties in learning Writing. One of the difficulties faced by the students are in grammar and vocabulary. To solve this problem, the English teachers are demanded to have good strategies in teaching and learning of Writing. Likewise at Writing class, a good strategy to motivate students' ability in Writing. Story pyramid is one of the strategies that can be used to help the students' problems in learning Writing. Story pyramid are a powerfull graphic technique that can be applied to all aspects of live where improved learning and clearer thinking will enhance performance and effectiveness.

This thesis discusses about the strategy to improve the students' competence in Writing using story pyramid at the second year students of SMPN 2 Slahung in academic year 2015/2016. This research is descriptive qualitative research. To support this research, the researcher uses some instruments. The instrument of the research are observation and Writing tests, those instruments determine the students' ability in Writing.

1.2 Statement of The Problem

Based on the background of the study, the statement of the problem of the researcher is "How can story pyramid strategy improve students' writing skill at he second grade of SMPN 2 Slahung Ponorogo in academic year 2015/2016?"

1.3 Purpose of The Study

According to the statement of the problem. The purpose of the study is to know the improvement students' writing skill by using story pyramid strategy at the second grade of SMPN 2 Slahung Ponorogo in academic year 2015/2016.

1.4 Importance of The Study

The researcher hopes this research will give importance to:

1. English Teacher

This study can be information for the teachers when their students find difficulties in learning Writing, especially Writing descriptive texts. In this study, there are strategies that can be used when the students find difficulties in learning Writing and how to overcome those problems.

2. Students

The students are able to have much knowledge and experience about how the importance of learning Writing. Writing is not the difficult subject if the students can study hard and try to comprehend with their prior knowledge and always practice it both of school or at home.

3. Reseacher

The researcher hopes this result of research give solution in teaching Writing.

1.5 Scope and Limitation

The scope of this study is for the second grade students of SMPN 2 Slahung ponorogo in academic year 2015/2016.

This study is limited on the students' writing skill by using story pyramid strategy. There are strategy which may be used in teaching writing, but the writer chooses this strategy because of on the writer's opinion it has positive advantages to stimulate and motivate students to master the writing skill.

1.6 Definition of Key Term

Writing : Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. (Herbert J. Walberg)

Story pyramid : Story pyramid helps students pinpoint highlights of a story and describe the important parts using a limited number of words. The requirement of brief responses stretches student's thinking and is fun. (Macon, Bewell, & vogt, 1991)