

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Nowadays, English has used as a tool of communication among the nations in all over the world. Beside its use for communication, that language was an identity of the culture's country. However, English was the one language that often used in many countries. So that, English had main function as an international language, and it has important for the people to master English.

In English, there were four skills. They were listening, speaking, reading, and writing. Listening and speaking are known as receptive skills, reading and writing are known as productive skills. The researcher chose writing skill as one of the productive skills and also one of the basic skills in communication. According to Piga ( 2017 : 34 ) the advantages of writing is other people can read and know what they think, shows they thought, share they have mind throught written words.

In learning English, writing was one of the important aspects and became very important in the education field, Students needed to be exercised and trained in order to have a good writing skill. So teachers needed to work on developing their skill in writing especially to explore their own thoughts and feelings. Writing was a way of looking at writing instruction in which emphasis was on what students think and do as they write. The process includes several elements. They are pre-writing, planning, writing and revising drafts (Oshima, 1998: 3-10)

Writing is one of language skill that is very important to learn by student, it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate (Heaton, 1975:137). Writing has a mean to transfer information to public, people is able to send knowledge to others through written, as one kind of language skills.

The students find difficulties in learning writing such as generating and organizing idea, translating these ideas into readable text. The factors that caused the problem of the students' writing skill, such as the students' interest, the material, and the media of teaching. Besides, according to Heaton (1975: 135), the writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judge mental elements.

The real condition of writing score at SMA Muhammadiyah 1 Ponorogo in the eleventh grade of 2018/2019 was that some students could accept and understand it by studying themselves, but most of them cannot do it. They feel bored because their teacher mostly just gave explanation, task, and drill without giving various models in teaching process. The students' writing ability is less because the teachers did not make the environment of class condition interesting. The fact found was that the average score of the students is 60, whereas the minimum mastery criteria of study (KKM) is 75. It means that most student still got low grades in writing.

The responsibility of teachers was how to motivate and support students develop their writing skill in English. Actually, there were many kinds of

activities in using English in the classroom. Here, the researcher used method to improving learners' ability in writing. The method is Estafet Game was an innovative learning model in which one students started writing a short story which is continued by another students, and continued again one after another. By taking turns, the students wrote down imaginative sentences in their practice book (at least one sentence), then estafettely all students continued to write down their imaginative article so that it came a short story. It could be concluded that by Using Estafet writing the students who had a good ability in writing can help the other students who have low ability.

Following up the findings of researcher in SMA Muhammadiyah 1 Ponorogo and the benefits that could be taken from the using Estafet Writing as a method, researcher was interested in doing further research on the improving students writing skill by using Estafet Writing in teaching writing procedure text in SMA Muhammadiyah 1 Ponorogo with the title The Use of Estafet Writing to Improve the Students' writing skill at The eleventh Grade of SMA Muhammadiyah 1 Ponorogo of Using Estafet Writing ( A Classroom Action Research of SMA Muhammadiyah 1 Ponorogo in 2018/2019 ).

## **B. Statement of Problems**

Based on the background of study above, the statement of problem :

1. Can Estafet Method improve students' writing skill at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in 2018/2019?
2. How does the result of the use of Estafet Method improve students' writing skill at the eleventh grade of SMA 1 Muhammadiyah Ponorogo in 2018/2019?

### **C. Purposes of Study**

Based on the statement of the problem above, the purposes of this research:

1. To find out whether Estafet Method can improve students' writing skill at the eleventh grade of SMA Muhammadiyah 1 Ponorogo in 2018/2019.
2. To find out the result of Estafet Writing Method to improve students' writing skill at the eleventh grade of SMA 1 Muhammadiyah in 2018/2019.

### **D. Significance of Study**

The researcher hopes this research will give contributions to:

1. English Teacher

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

2. Students

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

3. The School

- a. The result of the research can be early information about factual condition learning writing skill in SMA Muhammadiyah 1 Ponorogo.
- b. To improve the quality of education of the school.

#### 4. Researcher

This study gives benefit for the researcher as new experience and experiment to implement his knowledge in English Learning.

#### **E. Scope and Limitation**

To simplify this study, the researcher gives scope and limitation :

##### 1. Scope

The study is focused on the students' difficulties in learning writing and the application of Estafet method in the teaching and learning writing to improve the students' writing skill.

##### 2. Limitation

The study is done in the eleventh grade of SMA Muhammadiyah 1 Ponorogo in 2018/2019

#### **F. Definition of Key Terms**

To make easier in understanding this research, the researcher defined the key terms as follows:

*Estafet writing* : is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates (Syathariah, 2011:41-42).

*Writing skill*: Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking ( Harmer, 2007:33 )