

CHAPTER I

INTRODUCTION

This chapter presents the general content of the study. It covers background of the research, formulation of the problem, objective of the research, significance of the research, scope and limitation of the research and operational definition of the term.

A. Background of the Research

Writing does not merely symbolize spoken language. Writing is a person's way to express him/herself and to adapt with society (Nuna, 2003:71). In addition, writing is the expression of idea or the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing (Ur, 1991:163). Therefore, writing is one of the four skills that important skill in teaching English because it requires the process of transferring ideas, feeling and thought from the write to the reader. As one of the four skills, writing is an essential aspect that should be mastered by the students, because writing skill is not only used in the world of education, but also can be used to communicate in a bonder area in the world in other matter which will be beneficial for their future. It means that writing is a manner to express their idea from the writer to the reader by writing recount text.

Teaching Writing stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader (Mohini, 2003:1). The teacher wants to improve students' motivation

and score through interesting method. The teacher needs more inspiration how to teach writing to students. Communicating in process of writing activities starting from pre writing, drafting, revising and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching model to teach English (Willy, 2012:1).

Based on the curriculum or syllabus K13 revision 2017 at the second of junior high school, the students are required to comprehend and write several kinds of text such as descriptive, procedure, recount and narrative text. But the researcher is focus in her research on writing recount text. In English as a foreign language students are encouraged to be able construct variety of texts. Among them is recount text, there are many reasons for that the students more easily in develop motivation to write, the students can share the experience to the reader and the student can entertain the reader with their writing.

Writing skill is the one of the four language skills that is a very important, because of the material in the recount text is the material has a report events, incidents or activities with the purpose to entertain the reader. The students are expected that they are able to write recount text. According to Supriyoko (2004:12) Indonesian children's writing skill is ranked lowest when compared to Asian children. In line Putra (2008:16) said that the culture of writing skill Indonesian society is still unsatisfactory. It's also supported with the opinion of the research from Sukirman (2013) writing is an aspect of language activities which is considered very difficult. It means the students are still not able to write a good in the all aspect in writing skill which one is recount text. But there are some problems that often occur when students write.

According to Lenski (1999), Pyramid strategy is a strategy designed to help students with story comprehension, but could also be used to focus on characters, setting, and story problems. According to Jonson (2006:184), Story pyramid is a structured format which students use to know the most important parts of story. This strategy to help students to review and summarize the main points of story. The students interesting and understanding or more easier motivation when they make a writing recount text to use this strategy. Then, according to Macon, Bewell & Vogt (1999), it can help the students to pinpoint the highlights of a story and describe the important parts using limited number of words. The requirement of brief responses stretches students' thinking and fun. It means story pyramid strategy is one of alternative strategies that can be used in teaching writing skill. It is a prewriting activity that describes important information from a story such as the main character, setting and the major events in the plot. It helps the students to generate and organize the ideas clearly before they start to write. And also this strategy will make the students more interesting because they will get new and different learning experience of writing recount text from the experience in their class.

Based on the research conducted by Maulidiansyah (2017) entitled *The Use of Pyramid Strategy in Helping Students' Writing Narrative Text*. The result showed that the pyramid strategy could improve students' ability in writing narrative text. And the other researcher is the research conducted by Muslimah (2018) entitled *The Effect of Story Pyramid Strategy toward Students' Writing Narrative Text*. Her research showed that using story pyramid in narrative text gives improvement in the student' writing skill beside that students more active and interested in learning narrative text activity in the classroom.

In accordance with this research, this research will be conducted at MTSN 4 Mojokerto. The reason of the researcher chose the school from data that obtained from the observation on February, such as the students did not have idea what to write when they began their writing, they were confused to organize their ideas and did not have motivation to write. They cannot recognize and improve a sentence or paragraph correctly. As a result, the students need to spend so much time to finish their writing and may not be able to continue their writing. Moreover, this problem really give bad effect toward students' writing result. The teacher never use strategy that can develop of writing skill the students' interest in writing. To prove those problems the researcher tried to apply of story pyramid strategy toward students' writing recount text.

Based on the background above, the researcher would apply the pyramid strategy for students in writing recount text, therefore this proposal research is entitled: "The use of story pyramid strategy toward students' writing recount text at the second grade of junior high school".

B. Formulation of the Problem

Based on the background above, the researcher formulates the problems, as follow:

"Is there any effectiveness of using story pyramid strategy toward students' writing recount text at the second grade of junior high school based on curriculum 2013?"

C. Objective of the Research

The objective of this research is to know the empirical evidence about the effectiveness of using story pyramid strategy toward students' writing recount text at the second grade of junior high school based on curriculum 2013.

D. Significances of the Research

1 Theoretically

The researcher hopes that this result can be useful as a reference for those who have interest in the same topic.

2 Practically

The result of the research is expected to give contribution for English teacher, students and school.

a) For the teacher

Hopefully it could help the teacher of English in Junior High School in teaching recount text to develop their writing skill use the story pyramid strategy.

b) For the students

The students who have some problem when they want to write, they can try to use story pyramid strategy may help them to review and summarize the main points of a story before they start writing a story.

c) For the School

The result of this research will be valuable to support and also accelerate to be better for the future.

E. Limitation of the Research

Scope is the area covered in a research. The scope of this research is teaching writing by using story pyramid. In teaching writing there are many kinds of text in English such as: narrative, descriptive recount and many other. In this research, the researcher using story pyramid strategy. Therefore, in order to be more focused on the effectiveness of using story pyramid strategy toward students' writing recount text, this research is limited only on recount text and story pyramid strategy.

F. Operational Definition of the term

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be concluded by the researcher as follows:

1. Writing

Writing is the one of the four skills that important skill in teaching English that is the process of transferring ideas, feeling and thought from the writer to the reader.

2. Pyramid Strategy

Story pyramid strategy is one of alternative strategies that can be used in teaching writing skill. That is describes important information from a story such as the main character, setting and the major events in the plot. It helps the students to generate and organize the ideas clearly before they start to write.

3. Recount Text

Recount text is a text that retells experiences in the past. A recount text presents the past experience in the series of events in detail. The generic structures of recount texts should consist of the following: Orientation (Introducing the participants, place and time), Event (Describing series of event that happened in the past) and Reorientation (it is optional, stating personal comment of the writer to the story).

