

CHAPTER I

INTRODUCTION

1.1 Background of study

Writing is one of language skill. Writing is also a productive skill besides speaking. Speaking and writing are important skills for people in order to know about the information in the world. Speaking is used to communicate with other people in this country, such we talk with foreigners and get information that happen which come from others countries such the TV news program that uses English. Besides that, writing is also very important for people to know about information in writing form, such as people is red information by book, novel, magazine that uses English. Then in writing, people can develop their ideas to write about the story, novel, comic and others use English.

Writing is important part to communication which connects people to communicate each other. J.D Angelo (1989) state that writing is thinking form. It means that writing is activity where people can express their ideas, event, issue, feeling to the others through written form. Besides that, written language can be used for news publication. It is like magazine, book and newspaper. Writing is also a difficult skill for learners, because in writing learners should know several of component in writing such as content, organization, vocabulary, language use and punctuation (Brown, 2004:244-245).

Based on the explanation above, the researcher make conclusion writing is very important besides all of skills. Bashyal (2009), writing can help student to know

how to develop their ideas and thoughts. Besides that, writing also helps learners to know how to arrange sentence to be a good-structure sentence, how to know their spell in written form, how to make form of language. So, when the learners want to mastered all of skill in English, they need the important ability called writing.

As important skill, writing has some difficulties in teaching learning. Many students are not interest in writing. They think if they learn about writing, so many processes that should had by the students. They should think more about how to make a good sentence or story. In the writing process students need to understand the rule of writing. (Oshima, 1981:2) stated that in writing, to make a good sentence the writer should be able to understand the every part that required in the writing. It is like vocabulary use, structure of sentence, punctuation mark, grammatical and other.

Some of students feel happy when they express their activity or ideas in written form but the others feel unhappy when they do it. They think when they start to write they should have enough vocabulary and information about sentence, paragraph or essay that want to write. Students are shy to write, they afraid if their writing is wrong and they are not confidence if they make a good writing. It is true if some students have not interest in writing skill. Writing skill becomes the difficult task for students.

This research, the researcher would like to take subject sample in SMPN 2 Cerme because in this school the researcher wanted to know the students' comprehension about their writing ability. Here, the researcher takes subject at Eighth grade to implement the writing ability in second semester about descriptive text. After the researcher had discussed with the teacher, there were some problems found in

students SMPN 2 Cerme at Eighth grade. First, students still confused when the teacher asked to made short essay. They do not know how to start in making a short essay, and also confused about the vocabulary that match to put in their written text. Student does not know the true meaning of vocabulary that they used. They do not know how to arrange their ideas into comprehensible. In this research, the researcher still found many errors in vocabulary, content, spelling and grammatical in writing. It is became one of fact if their writing ability still low in creating a short essay. Another problem is related to the instruction and material that used by the teacher is not effective and not interest. It is make student feel bored and lazy to enhance their writing ability.

Selecting strategy is an important activity in presenting material to attract students' attention more interest and active. It is the teacher's challenge to make writing as something that enjoyable activity in teaching learning, because we know when students get difficulties in writing, they will be bored and lazy to learn more about writing. Wilkins (1983), he is believe that techniques and material that used by teacher has affects students in learning. Effective technique and material is very needed by student. When technique and material match with students' need, writing activity will run well. So teacher must be creative to create or find new technique, method or strategy for student. In this research, the researcher has a strategy that help student to be more active when they learn about writing. It is LINCS strategy.

LINCS (List, Identify, Note, Create and Self-test) is strategy that make student active. LINCS strategy help student when they want to remind the vocabulary that they use. Not only that this strategy also help student to increase their creativities

to develop their ideas. LINC'S strategy here is like a smart card. According to Reid and Linemann (2006), to begin creating the LINC'S note card, student should draw four smaller squares. In box 1, students write about the topic, in box 2, write about the definition of the topic. In box 3 student identify about the topic and write down and in box 4 student write the sentence based on box 2 and 3 and also students add picture under of the sentence.

In this research, the researcher uses this strategy to develop students' vocabulary in writing ability. When students learn about writing, students should have enough vocabulary to create some sentence or paragraph. Some students disposed forgetting their vocabularies after teacher ask them to remind the vocabulary. This is the main problem why the researcher chooses LINC'S Strategy. LINC'S Strategy giving students freedom to active and creative in developing their ideas in order to make them easier remind the vocabularies. So, when students have to know about the true meaning of the vocabulary, students will be easy to write.

Based on the research which done by Ikospita Arianti entitled "Teaching Vocabulary by Using LINC'S (List, Identify, Note, Create and Self-Test) Vocabulary Strategy at Elementary School". The researcher conducted her research by herself using qualitative design. It means that when this research occurs, she taught the class directly. In implement strategy, she told about how to make students active and creative in vocabulary using LINC'S strategy. Here, the teacher ask student to made five square in which there are two square in front of card and three square behind of card. When she implements LINC'S strategy, students learn enthusiastically and actively then, she told if LINC'S strategy also increase students cognitive knowledge.

According to the background stated above, the researcher formulates the problem as follow: “Is there any significant effect of LINCS(List, Identify, Note, Create and Self-test) strategy to improve students’ writing ability at Eighth grade of SMPN 2 Cerme?”.

1.2 Statement of problem

Based on background above, this study is aimed to find the use of LINCS (List, Identify, Note, Create and Self-test) strategy to improve students’ writing ability at eighth grade of SMPN 2 Cerme. The problem of this study can be stated as follow:

“How can LINCS (List, Identify, Note, Create and Self-test) strategy improve students’ writing ability at Eighth grade of SMPN 2 Cerme?”

1.3 Purpose of the study

Based on the statement of problem, purpose of the study is to known and find out the significance different between students who are taught using LINCS strategy and who are without using LINCS strategy at Eighth grade of SMPN 2 Cerme. The researcher tries to use LINCS strategy in teaching learning process.

1.4 Significance of the study

1. Theoretical

Theoretically, the result of the study can increase students’ vocabulary using LINCS (List, Identify, Note, Create and Self-test) strategy.

2. Practically

The teacher can develop the teaching LINCS (List, Identify, Note, Create and Self-test) strategy to be more interesting in teaching vocabulary. For the student, the implementation of teaching strategy using LINCS (List, Identify, Note, Create and Self-test) strategy can produce a high creativities, motivation and variation for student in studying vocabulary.

1.5 Hypothesis of the study

The researcher predicts that the use of LINCS (List, Identify, Note, Create and Self-test) Strategy can help student to improve writing ability.

1.6 Scope and limitation

The scope of this study is the researcher wants to investigate the significant different of student's vocabulary in writing descriptive text between students who are taught by using LINCS strategy and who are taught without using by LINCS strategy of Eighth grade at SMPN 2 Cerme. The researcher will investigate the study into two classes. The first class will be taught by using LINCS strategy and second class will be using without LINCS strategy but taught by using traditional method. The limitation of this research is the descriptive text because it is one of writing focus on junior high school in second semester.

1.7 Definition of key term

In order to make clear about the definition of the term and avoid misunderstanding and misinterpretation, the terms are defined as follow:

1. Writing is activity to express ideas, feeling and thinking in written form. It creates a characteristic of place, thing, person and place.
2. LINCS is an effective strategy to teach student's writing to make students active and creative where LINCS likes a smart card. Student should fold paper into four square. In box 1, students write about the topic, in box 2, write about the definition of the topic. In box 3 student identify about the topic and write down and in box 4 student write the sentence based on box 2 and 3 and also students add picture under of the sentence.