

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the globalization era, English is being a standard of communication in the world and it is being important to everyone to learn English. And people in the world have many differences in their language, therefore, the world interaction and communication must be supported by an international language. English is the international language that is used by most of people in the world. In Indonesia, English has become an obligatory subject since junior high school up to university. Learning English involves the four kinds of language skill, those are : listening, speaking, reading, and writing. Teacher should develop these four language skill in order that their student could use the skill to communicate or express their feeling, and opinion in English. One of the skill is writing. In this case, the researcher is going to focus on writing skill.

As stated by Kroll, Barkaoui (2007), Writing is a productive skill that the students give their ideas, knowledge, and opinions about something into the text. Many students consider that writing is a complex skill. It is such a skill of communicating the ideas that helps to reinforce the grammatical structure, enrich students' vocabulary, and assist other language skills such as reading, listening and speaking. Writing is classified as the most difficult skills for students, because the components are taken into consideration of the content, organization, vocabulary, language usage, and punctuation. Brown, (1989). Boardman (2002)

state that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Also, Zamel (1998) cited by Al-Sawalha and Chow (2012) point out that writing helps students to obtain content knowledge and in the course of analyzing, synthesizing, evaluating and making inferences, students are actually developing their cognitive skills.

Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable. Writing is very significant for students in terms that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form. Writing is the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learned with fun.

However, some problems can be seen from Writing Skills especially in Junior High School. It was found out that the students get various difficulties in writing. According to Pahleri (2003) said that the difficulty of teaching writing can be caused by the process of teaching writing and also caused by the student's factor. In the process of teaching writing, the difficulty is from teaching method. Most of the teachers teach a student by using a traditional method, whereas teaching using traditional method make students feel bored and have less motivation in learning the process. Teachers must be creative in their ways to teach the lessons to their students. The strategies of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability. In order to produce good writing ability, it needs to use appropriate method in teaching writing. The method is very useful for increasing students interest and motivation in learning English. The use of graphic organizer is considered to be one of a method to solve the writing problems in the organization. Pollock & Marzano, Pickering (2001) stated that graphic organizer enables students to organize their idea. In addition, the graphic organizer can help students to conceptualize understand and structure of writing to provide coherence and cohesiveness in writing (Hughes, 2003).

And the teacher should used interesting method to make the students interest in their teaching. So, the learning process will run better and faster. And here the reseacher use Herringbone Technique to gain Writing Skills in Descriptive Text. The researcher used Herringbone technique because after interviewing the students and knowing the students problem, the researcher proposed herringbone technique to solve the students problem in writing skills,

where the problem is about how to arrange to be good paragraph. Herringbone technique can facilitates the students in organizing the main idea into paragraph. By using herringbone technique it makes the students more active in the learning process. The students will be easy to organize the main idea into paragraph. Where herringbone technique can develop students writing skill using graphic organizer. According to Buzan, Tony (2000), Herringbone Technique can be considered a visual tool that can be used to generate ideas, take notes, organize thinking, and develop concepts. The use of graphic organizer is considered to be one of a method to solve the writing problems in the organization. Pollock & Marzano, Pickering (2001) stated that graphic organizer enables students to organize their idea. In addition, the graphic organizer can help students to conceptualize understand and structure of writing to provide coherence and cohesiveness in writing (Hughes, 2003). So, the researcher believes that herringbone technique is appropriate to use in writing skill especially in descriptive text.

Herringbone Technique is a strategy that can help students organize the information that they know about the subject into different categories. This technique is used for establishing supporting detail for main idea. Thaler, Engelbert (2008) stated that, Herringbone Technique is consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. Here, the students will be easy to organize the main idea of the text. Herringbone Technique helps students understand to connections between supporting details to identify a main idea.

In addition, this technique is a structured outlining procedure designed to help student organize important information in a text. Deegan (2006:102) stated that, Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. This technique not make the students difficulty to understand the text. But it can make the students easy to understand about the main idea of the text. And the students will easy to analyze the story of the text.

Thomas, Kane (2005:352) states “description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception. Wignell and Gerot (1995:208) define “descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality. Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students’ skill in writing descriptive text. The students have to organize their ideas into good paragraphs, the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic. Developing ideas is the most

important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing text and develop their ideas clearly in each paragraph.

The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words. The researcher choose Descriptive Text, because based on the syllabus at the eight grade in the first semester of eigh grade are descriptive text and recount text. And the researcher choose descriptive text because the previous study before using recount text, so the researcher choose descriptive text. And also descriptive text is suitable with Herringbone Technique. The researcher believes that the herringbone technique can solve the students' problem in reading descriptive text.

Based on the previous study, by Ritma, Apriasih (2014) stated that teaching reading and writing by using herringbone technique is effective. But "There is a problem in giving example and make a instructions to the students". When the teacher give a example to the students about herringbone technique, the teacher only give a example about how to find the main idea, without give a example about how to make a summary from the main idea. And about the instructions, when the teacher delivered the tasks and asked the students to do the tasks where the tasks is to find the main idea. The students already find the main idea. But, the students does not make a summary or paragraph from the main idea. The second previous study is by Handayani, Ratri (2016) her study is successfull, but the suggestions of the researcher that to imply herringbone technique in writing skills. So, based on the previous study above, the researcher will conduct

this study using herringbone technique in writing skills. The researcher wants the students to develop the main idea of graphic organizer of herringbone technique into paragraph. If the students want to develop the main idea into paragraph, the students will be easy to make a paragraph from the main idea. Based on the Tony, Buzan (2000), stated that, Herringbone Technique can be applied in writing skills. It shows that Herringbone Technique can be considered a visual tool that can be used to generate ideas, take notes, organize thinking, develop ideas, and enhance memories. So, based on the problem above, the researcher will conduct this study using herringbone technique in writing skills. The researcher wants the students to rewrite the teacher explanations, because by rewrite, the students can increase their memories not only in a short time, but also in a long term memories. Note taking can be utilized to create ideas, develop ideas, and it can be improve students memories Tony, Buzan, (2000). Note taking is an effective information in processing tool that is commonly used both in daily life and in many professions (Hartley, 2002). In this respect, note taking can help the processes of power memories and consequently can help with the development of the solution.

The researcher will conduct this study in junior high school level. The research subject in MTs Nurul Ulum Gumeng which the students have problem on writing skills. Further, the researcher will take eight grade as the subject of this study and focus on descriptive text. Before the researcher choose MTs Nurul UlumGumeng, actually the researcher had been interviewed the english teacher in four school. There are MTs Al-Hidaayah, MTs Nurul Hikmah, MTs Al-Muniroh,

and the last MTs Nurul Ulum. The researcher choose MTs Nurul Ulum Gumeng because based on the interviewed of the researcher in MTs Nurul Ulum Gumeng and in another school is different. In the three school of there that had been interviewed by the researcher, all of the school only have a one class in every class. Where the total of the students in every class is 15 students. But the researcher need two classes to test the strategy, because to collect the data is needed two classes for experimental and control group. While, the students of MTs Nurul Ulum Gumeng is more than one class in every class. In there, there are two classes in every class. And in every class there are 20 students. and the problem of students' in MTs Nurul Ulum Gumeng is related with the strategy that can solve by herringbone technique. Since considering this case, the researcher is interested to carry out the experimental study under the title **“The Effect of Herringbone Technique Toward Students' Writing Skills in Descriptive Text in Eight Grade of Junior High School Stundents' at MTs Nurul Ulum Gumeng”**.

1.2 Statement of the Problem

Based on explanation the background of the study above, the problem of this research is formulated into the following question :

“Is there any significant effect of herringbone technique in students writing skills in descriptive text at eight grade of MTs Nurul Ulum Gumeng?”

1.3 Hypothesis

The hypothesis of this study is :

H₀: There is no significant effect of herringbone technique in students writing skills in descriptive text at the eight grade of MTs Nurul Ulum Gumeng

H₁: There is a significant effect of herringbone technique in students writing skills in descriptive text at the eight grade of MTs Nurul Ulum Gumeng

1.4 Purpose of the Study

Based on the statement of the problem above, the purpose of this study is to find out the significant effect of herringbone technique in students Writing Skills in Descriptive Text at MTs Nurul Ulum Gumeng.

1.5 Significance of the Study

1. Theoretical Significance

The researcher hopes that the result of this study is expected to give feedback to motivate the students' selves to get a good result especially in writing skills in descriptive text at eight grade of junior high school students.

2. Practical Significance

a. Teacher

It is expected that this study will give a good contribution for the teacher in Junior High School. The teacher should involve students to be active and make class situation be alive

b. Students

It is hope that the strategy can make the students easy to understand the material. So, it can help the students to develop the main ideas.

c. For the other Researcher

Hopefully, this study can be a reference and source relating with teaching reading strategy for another researcher

1.6 Scope and Limitation

The researcher determines to use 8th grade students of MTs Nurul Ulum Gumeng as the subject of this study. The materials for 8th grade in the first semester are descriptive text and recount text. To limit the study the researcher chooses to lead the research in the material of descriptive text. In this study, the researcher use Herringbone Technique on students' writing skill.

1.7 Definition of Key Term

1. Writing Skills

Writing is an expression of feeling or expression that outlined in written form.

2. Descriptive Text

Descriptive text is kind of text learned by the students in junior high school and has a purpose to make the students be able to describe a person, place, or thing.

3. Herringbone Technique

Herringbone Technique is a technique that develops comprehension of the main idea plotting who, what, when, where, why, and how question on a visual diagram of a fish by skeleton.