

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is the main thing to communicate with others. Language can also be used to communicate the speaker's thoughts, arguments, questions, and opinions. The speaker must use correct language in order to be accepted and understood by others. In this modern era, English is the world's most common used language. According to Stevens (2010) learning English will make it easier for everyone to get a job, easier to access the up-to-date information, easier to use the modern technology, and also can easier to hold a trip to the world. According to (Lauder, 2008) it is a subject which must be taught for three years in junior high schools and three years in senior high schools. Since the implementation of the 1994 Curriculum, English is also taught as an elective subject in elementary schools. It appears that the aims of the most recent English curriculum in Indonesia have been affected by the development of English language instruction (Mattarima & Rahim, 2011)..

Teaching and learning English in Foreign Language setting such as in Indonesia requires the students to learn four skills (Fadhilawati et al., 2020). The four language skills like speaking, listening, reading, and writing are the center of current practice in English language instruction, (Sadiku, 2015). According to (Burns, 2018). Writing skill is one of the four skills that should

be learned by the students. Writing is regarded by (Sartono, 2015) is a useful skill for communicating thoughts, views, opinions, ideas, or feelings about anything in a way that is interesting, productive, and simple to understanding.

According to Wardani et al., (2014), writing appears to be the ability that students struggle with the most because it involves a complicated process from planning to final product. Students should be aware of various crucial writing elements, such as grammar, content, language use, and mechanics. The challenge is not just in coming up with and arranging the ideas, but also in turning them into text that is readable. The reader may determine the author's intentions and messages from the text if it is readable.

Students must be taught the proper methods, strategies and media in class in order to teach them how to write. Students will struggle to embrace learning if the strategies and media are ineffective, making them unmotivated to practice writing. Many students have struggle to organize and develop their ideas and lack of vocabulary and error in their grammar. The students had trouble coming up with writing topics. They asked the teacher what they should write because they just had a few words to use. They copied the same story that their friend had written in their text books, and the others did the same. It can be said that they lacked ideas. As a result, it causes students to struggle when they are given writing task.

The problem was not only from the students, but also after the researcher observed at SMK Kawung 2 on 16th May 2023, it turned out that because of the conventional method that the teacher applied. Using a powerpoint presentation and the students' books, the teacher explained the material. It can be said less interesting, so students got bored quickly and became lazy to learn to write. Some students appeared to struggle with the material during the learning process, but they were too shy to ask question to the teacher. Even though the school had implemented the 2013 curriculum, some teachers had not implemented it. The teacher only used student's book, but sometimes the teacher also used powerpoint but that is very rare because of the limited LCD projectors in school.

To solve the problem, based on the statements above, the researcher wanted to use the flowchart as a media to improve students' writing skill in SMK Kawung 2 Surabaya. It can be a useful media for students to gather ideas because it makes writing easier for them.

According to Daniar Sofeny (2019) A flowchart is a diagram that shows a system, algorithm, or procedure. They are frequently used in many different fields to examine, organize, enhance, and convey frequently complex processes in simple, understandable diagrams. Flowcharts, often known as flow charts, use connecting arrows to define flow and rectangles, ovals,

diamonds, and possibly a wide variety of other shapes to describe the type of step.

According to (Ishimura & Bartley, 2008) The writing process includes a flowchart as well, which might assist students in their writing. The students are able to get some points. The students must continue to have ideas related to their writing assignment. Second, creating a paragraph using a flowchart offers students a fresh approach to writing sentences and paragraphs while also engaging them in the teaching and learning of English. The final step is providing feedback so the writer may edit their work and get better writing.

The researcher chose this media because flow charts offered not only a fresh method to paragraph writing but also help students stay interested and enjoyable while learning English. This was supported by the result of previous study conducted by Sawitri in 2014 based on the result they were motivated to learn English successfully by using flowcharts, particularly when writing straightforward cause-and-effect sentences. It was demonstrated by how actively and enthusiastically they participated in the treatment. The use of flowcharts could assist students come up with numerous concepts and selected the right language. The second previous study was *The Use of Flowchart in Improving Students' Ability in Writing Paragraph* (Syukur & Wahyono, 2021) The researcher concluded from the research's findings that using flowcharts can improve students' in writing because there was a significant

difference between their writing progress and that of their friends who are not using flowcharts. The students could easily explain their thoughts through the use of flowcharts without pausing or rushing. It gave them writing ability and made their writing clear. They are interested to write by using flowchart. As a result, the researcher decided how the use of flow charts might help students with their writing problems.

Based on the explanation above, the researcher is interested in formulating the research title: **Using Flowchart as Media to Improve Students' Writing Skill in Procedure Text For XI AKL 1 at Kawung 2 Vocational High School Surabaya.**

1.2 Research Question

Based on the background, the researcher formulates the problem statements of the research as follow:

Can flowchart be used to improve students writing skill for XI AKL 1 Kawung 2 Vocational High School?

1.3 Research Objective

Based on the problems above, the aim of the research is:

To find out that flowchart as media can improve students' writing skill in XI AKL-1 Kawung 2 Vocational High School Surabaya.

1.4 Significance of the Research

1. For the students

The students can improve their writing skill in procedure text by using flowchart as a new media of their study that can make the students didn't feel bored.

2. For the teacher

The teacher can get a new media to teach the students especially in writing skills.

3. For the school

This research is useful as a reference in implementing learning in accordance with the 2013 curriculum (Mulyasa M.Pd, 2019) and also to improve the learning system in the classroom, especially in writing skills.

1.5 Operational Definition

1. Flowchart is a diagrammatic representation of the steps of an algorithm. In

a flowchart, boxes of different shapes are used to denote different types of operations. These boxes are then connected by lines with arrows denoting the flow or direction to which one should proceed to know the next step. The connecting lines are known as flow lines. (Flowchart and Algorithm Basic, 2020)

2. Procedure Text, Pardiyono (2010) states that procedure text is the kind of

text contains of instructions or to finish some job.