

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, there have already been a variety of curriculum modifications. The most recent one, which has just been implemented, is called Curriculum 2013. (K-13). This curriculum, which uses a "scientific approach," is expected to solve both the needs and the problems in improving the quality of education in Indonesia. In this curriculum, the teaching of English was aimed both at developing the four language skills (listening, speaking, reading, and writing). According to Panggabean (2015), English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school.

During the English teaching and learning process, writing is one of the English skills that must be taught in addition to listening, speaking, and reading. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage (Patel et al, 2008).

Without good writing skill, students cannot share their ideas, opinion or feelings, and information that other people write. In line with it, writing has an important role in language learning. An essential skill for learning to write and make a simple text or paragraph is needed. Without sufficient writing, students

cannot communicate and express their feelings both in written form and spoken form effectively. Brown (2001) said that writing was the process to transforming thought into words, to give the structure and coherent organization by putting ideas down on paper. The more students master writing the more they can write, read, and listen as they want. Process of writing, in fact, requires a different approach to the design of instructional activities. The activities need to fulfill functional requirements and to embrace the different stages observed in the writing process.

Patel et al (2008) stated, Writing was the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It means that, Writing skills improve the most when they are used along with other skills. Writing is an efficient activity since it helps to reinforce learning.

According to the current curriculum, junior high school students in the second grade should be taught a variety of genres, including written and spoken forms of narrative, recount, anecdote, and description. Students frequently have difficulty applying the general writing format.

Based on observation on may 19th 2023, there are problems faced by the Students in Writing Class of 8th-Grade A students of SMPN 21 Surabaya. Such as students has limited idea, Students has low motivation to write, and Students have difficulty organizing their idea. Also, the problems faced by the teacher in

Teaching Writing Class of 8th-Grade A students of SMPN 21 Surabaya. Although the curriculum suggest the teacher to use scientific approaches, she still implements teaching writing english by explaining the materials and doing the excercises from the book without variety technique, so students became less excited to learning writing and confused about how to write recount text.

In this research, listing technique can help students in deciding what they should write. Students can build and use the concept of idea listing when writing texts. It can also help students write more imaginatively. In short, Idea listing can be helpful in teaching students how to come up with topics or how to develop main ideas and important details (Faigley, 2005).

According to baroudy (2008) stated, List writing as a prewriting activity is also quite practical in generating the required amount of ideas according to which such topics can be developed. Using the listing technique, students are free to think of as many ideas as they like and write them down without being worried about proper grammar,spelling, or organization. In short, by using the listing technique, students have the freedom to come up with numerous ideas and write them down without being concerned about grammar, spelling, or organization. The focus is on generating ideas rather than worrying about the technical aspects of writing.

The listing technique is a prewriting method where students begin by writing the topic at the top of a piece of paper. They then proceed to rapidly generate a list of words or phrases that come to mind related to the topic. The important aspect of this technique is that students should not be concerned about

whether the ideas they generate are good or not. The purpose is to freely and spontaneously capture as many thoughts and associations as possible, without self-judgment or evaluation (Oshima, 2007).

The Listing technique can be used in learning writing skills, because of the using listing technique in writing. The students can develop suitable and more ideas to write a descriptive paragraph based on their topic (As it was stated by Miftah, 2015) who carried out the study entitled *Enhancing Writing Ability Through Idea Listing Technique* And (Fata et al, 2015) who tried to use listing technique in writing learning. Those two previous studies stated that listing technique could improve the students' writing skills.

In this research, the researcher decided to focus on teaching the writing of recount text by using the listing technique because recount text is one of the functional texts that is required in the current curriculum that students are able to learn especially in the second semester of eighth grade.

Recount text is one of the text formats that students in high school must be familiar with. A recount text is a narrative that retells previous events, often in the order that they occurred, according to Anderson (2003). By retelling events in chronological order, this writing serves the social purpose of sharing prior experiences. The samples of recount are experiences, diaries, personal letters and incident reports. According to Saragih, etc (2014), the language features in a recount text include the use of nouns and pronouns to identify things like people, animals, and things, the use of past action verbs to refer to the

events, the use of the simple past tense to locate the events in relation to the experience's time, the use of conjunctions and time connectives to make the event sequential, the use of adverb and adverbial. Additionally, every action in the past tense is intended to serve as an experience, document, or note that can be written in text form.

Mark and Kaathy in (Nasution, 2015) stated that, "Recount text is a piece of text that retells past events, usually in the order in which they happened". It means a recount text consist something happened in the past events chronologically. Therefore, students must understand the text's purpose, organizational structure, and language features that can be used in the recount text. The orientation, events, and re-orientation are all part of the recount text. During orientation, we will learn about the event's history. At the middle of the text, we can see some events that the researcher wants to talked about. Then, in re- orientation, it will describe the story's conclusion and how the researcher felt at the time. The text uses the past tense since it describes past events.

Based on the previous explanation, the reason of the researcher choose the Idea Listingtechnique used in this research because in teaching writing teacher's role is to make sure theirstudents in develop their ideas. So that students can produce many ideas confidently that can help them in writing recount text which has criteria of writing accurately and appropriately.

1.2 Research Question

Based on the background of the study above, the researcher has the following research question:

Can The Listing Technique improve students' writing skills of Recount Text in 8th-grade A of SMPN 21 Surabaya?

1.3 Purpose and Significance of the research

The purpose of the research is to find out whether The Listing Technique can improve students writing skill of Recount text.

1.4 Significant of the Research

The significant of this research is to introduce or reintroduce the use of the listing technique in writing classes for English students. Furthermore, this research is expected to give contribution to teachers, students, and school.

1. Teachers

For teachers, the strategy of the Listing technique will make it easier and more motivating to assist students with their writing difficulties of Recount text.

2. Students

For students, it helps to understand the material more easily and also it can motivate student in English writing learning.

1.5 Operational Definition

The researcher has provided the definitions of several terms used in this research as follows:

1. Writing

Writing is the process to transforming thought into words, to give the structure and coherent organization by putting ideas down on paper (Brown, 2001).

2. Listing Technique

List writing as a prewriting activity is also quite practical in generating the required amount of ideas according to which such topics can be developed (Baroudy, 2008).

3. Recount Text

Recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both). The students are expected to express their ideas about the experience or last events focused to inform the readers (Coogan, 2006).