

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of The Study

Besides listening, speaking and reading, writing is considered as one of the four skills that students should master in learning English. Writing skill is a specific ability which helps writers to put their thought into words in a meaningful form and express their feelings through a sentence. Moreover, writing is a process of organizing and formulating ideas into right order to convey the aim and present it on a piece of paper. In addition, writing is considered as an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

Writing is considered to be one of the most important means of communication through which humans can express their thoughts and discover the thoughts of others. It is considered to be the pride of the human mind, as it is the greatest production of human thinking. Through writing, culture has been recorded and transferred from a generation to another. In addition, through writing, the human being could record the developments around it, how it shapes our lives, and how it influences the society overall (Alkaaf & Al-bulushi, 2017: 119).

Hyland (2002) states that writing is essentially a problem-solving activity that involves a cognitive process, process approach, and a socially oriented proposal, genre approach. Salem (2009) and Tangpermpoon (2008) both observe

that writing is a non-linear process since it allows writers to reformulate their ideas as they strive to build meaning. They agree that writing is a cycle of activities that moves learners from the generation of ideas, through revising drafts, and ultimately to the production of a final text that combines both editing and cognitive stages. On the other hand, they also state that writing is mainly a social activity since it is focused on the way writers and texts interact with readers, an aspect that has been associated with genre approach (Rincón, n.d., 2009: 100).

In teaching writing skill, teacher should apply some methods that make students feel interesting, fun, and enjoy to learn. Because sometimes students feel bored in writing class. They thought that writing is one of difficult skill that they have to learn. Based on the interview and observation from the teacher, that most of the students in VIII class had lack of writing ability. They did not feel confidence and less of practice so they could not improve their writing skill, and had an impact in their score of writing evaluation.

Furthermore, the teacher did not use various methods in teaching English. It seemed that the teacher was too often explaining the materials taught through the same method. The lesson became teacher-centred that the students were far from being excited in following the teaching and learning process. Their involvement during the class was also limited. It made them looked so bored to follow the lesson. Besides, the students were also asked to work individually when they came to an activity. There was no active involvement that encouraged them to finish the task given by the teacher.

Therefore teacher should stimulate and engage them by applying some methods during the learning process. There are so many teaching methods and strategies that teachers can apply during the learning process. One of the method that teachers can apply in teaching writing for students is Note-Taking Pairs. Note-Taking Pairs is a technique where student partners work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and cross-check notes with another source. Partners help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes (Barkley, Elizabeth F, et al., 2006: 135).

A research conducted by Wijayatiningsih and Mutmainnah (2014) shows that using Note-Taking Pairs make students get improvement in the students' achievement. Note taking pairs strategy could help students to create ideas well. The researcher conducted the research used quasi experimental research. (Wijayatiningsih & Mutmainnah, 2014: 12). Based on the research by Saraswati shows that Note-Taking Pairs technique was improve the students writing ability of recount text. The researcher conducted the research used classroom action research (Saraswati, 2017: 60). According to the research conducted by Marlina shows that Note Taking Pairs was more effective than Direct Instructional Method for teaching reading. The researcher conducted the research used case study (Marlina, 2014: 311). Moreover the research conducted by Anita there was also research a Note-Taking Pairs technique but was focused on reading competence shows that the students who were taught using Note-Taking Pairs technique have

better reading competence. The researcher conducted the research used true experimental research.

From the description above, explained that in this study there was differences from previous studies. The writer believes that using experimental research as a research methodology and using Note-Taking Pairs technique could help students improved their writing skill in recount text. It let the students to express their idea to make good notes in writing. Based on the background, the writer wrote a research proposal entitled: “The Use Of Note-Taking Pairs In Developing Students’ Writing Skill Of Recount Text”.

### **1.2 Research Question**

Based on the identification and the explanation of the background above, the research question of this study is formulated as follow:

1. How significant is the difference between writing skill of students taught with Note-Taking Pairs and students taught conventionally?

### **1.3 Objective of The Study**

In relation to the research question above, the objective of this study is:

1. To find out the significant difference between writing skill of students taught with Note-Taking Pairs and students taught conventionally.

## 1.4 Significance of The Study

The writer hopes that this study has some benefits in the English teaching learning process, especially in improving writing skill. There are two kinds of significances in this study: theoretical significance and practical significance.

### 1. Theoretical Significance

- a. The result of this study can be useful to other researcher who want to conduct this study that is related to the same theme that is developing writing skills.
- b. The result of the study will give clear description on the implementation of Note-Taking Pairs technique in developing students' writing skills.

### 2. Practical Significance

- a. The result of developing students' writing skills through Note-Taking Pairs technique can be use as reference for English teacher in order to develop students' writing skills.
- b. The result of learning through Note-Taking Pairs technique can be useful for the students in developing their writing skills.