

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

. Learning English is an important component in life in the context of communicating globally. English is learned as a foreign language (*henceforth: EFL*) in the Junior and Senior High Schools in Indonesia. There are four integrated language skills included the curriculum, they are listening, speaking, reading and writing (Yokie et al., 2018). And, among the four language skills, writing was found the most problematical to the Junior High School's students in *Widya Sakti Denpasar*.

Writing is very important skill for students. Writing is the best tool for students to express and communicate. For any exam or class test, writing skills are essential to students. Clearly articulated answers can not only achieve good results, but also develop students' ability to develop coherent and critical thinking on different issues. Students who can write clearly will be able to perform better in class and ask appropriate questions to promote the knowledge process in class. Writing homework and taking study notes are a good way to build a strong knowledge base. Students who are accustomed to writing notes in short summaries will have better recall skills, and review will be of great help to the exam. In addition, writing skills can improve students' creativity and help them broaden their thinking and vocabulary (Angelou, 1989).

Previous research pointed out the difficulties encountered in writing were related to the following factors, it was found that teachers have been dominating in using the lecture method without any tools or learning media. From the results of interviews with students, it was found that students felt bored and less interested in writing. Writing is one of subject has found considered difficult and less attractive to students. According to (Langan & Albright, 2013: 15) writing

involves a continuous discovery process. When we write, we may suddenly switch directions or redouble. For example, when we work on the topic sentence and suddenly we realize that it can be a closing thought. In addition, (Oshima & Hague, 2007:15) state writing is never a one-step action; it is an on-going creative act. When we first wrote something, we already thought about what to say and how to say it. Moreover, (Winch, 2011:47) states that writing is an act of communication and cultural expression, and therefore, EFL learners may often have difficulty in expressing themselves in writing.

Prior observation conducted during EFL writing class in the seventh grade of Widya Sakti Denpasar, the students wrote descriptive and Recount paragraphs. The EFL teacher presented the basic concepts of descriptive and Recount paragraphs with little examples. Students were given opportunity to work with their partners who were sitting next to them. Moreover, no paragraph basic pattern was given before they were really able to write using their own creative idea.

According to (Butt, et al. 2001:142) Butt, a pattern is the signpost for a writer's point of departure. A pattern may contain a bit of message or a clause with complex structure and meaning. Through this patterning technique, the development of a paragraph could be developed systematically. This kind of text development method is called pattern progression. Pattern progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2000: 140).

(Alonso & McCabe, 2003) state that patterning technique will help the students in composing and revising their writing to produce writing that is more coherent. This technique was firstly proposed by (Danes, 1974). He made three main types of patterning that constitute a functional explanation of the ordering of information in a text. The organization of information in texts is determined by the progression in the ordering of theme and rheme. Theme can be defined as the starting point of a sentence, as the foundation of a sentence,. Rheme will be what the writer writes about, or in regard to the starting point of a clause or sentence.

The current research was conducted to improve the EFL students in writing descriptive and Recount paragraphs through pattern technique as recommended by (Butt, et al. 2001) (Alonso & McCabe, 2003). This technique was never used in the Junior High School's English curriculum at Widya Sakti in Denpasar. The reason for choosing *Sekolah Menengah Pertama Widya Sakti Denpasar* as the research locus was due to its poor condition, especially shortages of qualified EFL teachers and learning facilities. EFL teachers usually applied conventional learning methods and techniques at *Widya Sakti Denpasar*. The Problems applied conventional learning methods here such as the teaching learning process tend to teacher's center where the teacher talks a lot in front of the class during the lesson and students were being bored. In addition, the only learning source that is used by the teacher is the students 'worksheet (LKS). The students are actually given a students worksheet or textbook by the school but it is never used as compatible student's experience. The seventh grade students were selected as the research subjects based on the assumption that this grade was the beginning of learning English in the Junior High School in Indonesia. The beginning of learning English well would provide strong foundation to the next grades.

There are many reasons why researcher choose this topic as the research title. The reasons for choosing the theme are as follows: The first reason related to writing is that one of the four main language skills plays an important role in English learning. Through writing, people can inform others, share ideas, make deals, persuade, irritate and tell how we feel. In addition, writing is one of the most important aspects of language skills. Proficiency is required not only in grammatical patterns, but also in writing rules, such as a high degree of organization in the development of ideas and information, as well as choosing appropriate vocabulary and sentence structure to create a style suitable for the topic. Since writing is a complex process involving cognitive processes, it is not easy for learners. Writing ability is not inborn, it requires learning and practice.

The second reason is that since most students don't know how to start writing and they don't have enough creativity to write, students' achievement in writing skills tends to be low. They cannot generate their own ideas, nor can they choose the right words. Usually, students are required to write sentences or paragraphs without any clues, so it is difficult to express their thoughts on paper. In addition, students' writing is not easy to understand because the content of the writing has nothing to do with the subject, the thoughts are not clearly stated, and the sentences are not well organized. In addition, students often make grammatical errors, such as errors in tense, nouns, pronouns, and vocabulary choices. Another problem comes from the English teacher. They did not use proper teaching skills, let alone lack proper teaching materials in class. With this pattern method, it is hoped that the teacher will use it in the writing class so as to create a more extensive creativity.

The third reason for research is that patterns are one of the ways to make students' descriptive and narrative writing more coherent: text is a text that tells someone's past experiences. Students must be able to write descriptive and narrative texts, and must also be able to convey the meaning of the text based on the social functions, general structure, and dictionary layout characteristics of the descriptive and narrative texts. In this study, researchers will try to find out the types of patterns that students mainly use in descriptive and narrative texts. In order to make the paragraphs coherent, students should adopt patterns in their writing. According to (Butt, et al. 2001:140), "Pattern refers to the way the theme of a clause can pick up, or repeat, the meaning of a previous theme or theme." Researchers also want to test the coherence of descriptive texts and students' recounts seen from their thematic developments.

## **1.2 Problem Identification**



The Junior High School students' facing problems in writing could be explained theoretically and empirically. The learning model used by the teacher is less varied so it does not make students become active in learning. Teachers still use conventional learning models as a teacher-centered learning approach in writing. In other words, the teacher dominated learning in the classroom, so that students participated less in the learning activities (Emaliana, 2011).

Another variable was related to the teacher's focus on the assessing assignment that made the teaching learning process of writing become boring and monotonous. The teacher did not provide the students with a pattern containing a bit of message or a clause with structure and meaning. Through this patterning technique, the development of a paragraph could be developed systematically (Paltridge, 2000: 140).

The students found writing difficult because the source of learning for writing descriptive and Recount texts were lacking. Learning sources would help the students with good ideas in writing (Howard, 2016). There were varieties of external sources could be used for writing, for examples, works of fiction, diaries, interviews, official documents, such as census data and legal texts, objects, such as archaeological findings, numeric data, and corpora.

### **1.3 Assumption and Limitation**

This study was conducted at the seventh graders in *Sekolah Menengah Pertama Widya Sakti Denpasar*. The experiment was conducted by manipulating only one independent variable, that was pattern technique. Therefore, other variables were assumed to be held constant. Or else, other extraneous variables upon the students' writing competency were not taken into account. It was also applied to other moderator variables aside from text types were not controlled. Therefore, the results of the writing test obtained by the samples were claimed to be merely influenced by the treatment .

#### 1.4 Research Questions

Based on the research background of the study, problems identification, and assumption and limitation, the research questions were formulated as follows.

1.4.1 Is there any significant effect of Pattern Technique on the seventh grade students' writing competency in *Sekolah Menengah Pertama Widya Sakti Denpasar* ?

1.4.2 Are there any different significant effects of Pattern Technique on the seventh grade students' writing competency viewed from text types in *Sekolah Menengah Pertama Widya Sakti Denpasar* ?

#### 1.5 Research Objectives

##### 1.5.1 General Objective

Generally, the objective of the present research was to analyze the effect of Pattern Technique on the seventh grade students' writing competency controlled with the text types, namely, descriptive and Recount text types in *Sekolah Menengah Pertama Widya Sakti Denpasar*.

1.5.2 **Specific Objectives.** The current research specific objectives were as follows.

- 1) To describe the students' writing competencies across classes and text types in *Sekolah Menengah Pertama Widya Sakti Denpasar*;
- 2) To analyze the students' different writing competencies across classes and text types in *Sekolah Menengah Pertama Widya Sakti Denpasar*.

## 1.6 Research Scope

The current research was delimited on the students' writing competency based on the 2013 Curriculum in *Sekolah Menengah Pertama Widya Sakti Denpasar* in the academic year 2016-2017.

## 1.7 Research Significance

The current research findings could be significant theoretically and practically as follows.

### 1.7.1 Theoretical Significance

The current research findings' theoretical significance could be used to design effective and productive learning processes in EFL writing class through Pattern Technique in *Sekolah Menengah Pertama Widya Sakti Denpasar*. Writing through Pattern Technique would provide EFL students with a pattern containing a bit of message or a clause with structure and meaning. Through this patterning technique, the development of a paragraph could be developed in an organized and coherent manners.

### 1.7.2 Practical Significance

- 1) The EFL students would make use of a modeled pattern containing a bit of message or a clause with structure and meaning. Through this patterning technique, the students could develop descriptive and Recount paragraphs well.
- 2) The EFL teachers could design efficient and effective processes with Pattern Technique to improve the students' writing competency in *Sekolah Menengah Pertama Widya Sakti Denpasar*.

- 3) Future research would take into account to extend the current research by manipulating other independent variables bi-variately or multi-variately to disclose more interesting and important research findings.

