

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Students need to attain mastery in the skill of writing, which, as per Syatriana's findings in 2018, serves as a means of indirect communication rather than being limited to just four traditional scenarios. In other words, writing enables learners to articulate their thoughts, emotions, concepts, and personal experiences for a specific intention, primarily to impart information. Writing involves the utilization of symbols, such as letters, punctuation, and spaces, to simplify the expression of one's thoughts and ideas (Mamduh, 2016). In the view of, writing comprises a sequence of ongoing activities, encompassing distinct stages like initial preparation, content creation, review, and subsequent revisions or enhancements. According to (Langan, 2001) writing is a process of discovery that entails a number of actions and practices. Since writing is a skill that can be

learned, the notion that it is a "natural gift" should be disregarded. Writing proficiency is crucial for two reasons. First, writing proficiency is a prerequisite for English language learners in order to enhance their academic progress. English language learners frequently have to complete written assignments, and their writing abilities demonstrate their proficiency in the language. Secondly, proficiency in writing in English is a practical requirement to help their future career. Stating that strong writing skills play a pivotal role in determining success, whether it involves crafting reports, proposals, or school assignments (Marcus, 2005).

Writing is a connecting medium to consolidate knowledge, so that you don't forget it quickly, as explained by Rasulullah message in the Hadith HR. At-Tabarani, which mean :

"Tie knowledge with writing" (HR. at-Tabarani).

Without writing, we would not know and know the traces of a past civilization. Writing provides patterns and markers about

the characteristics of a civilization. Writing can be a way to advance a civilization. Therefore, the presence of online media, which provides great opportunities for writing, needs to be appreciated as an effort to advance civilization.

Based on interviews conducted with seventh-grade students and an English teacher from SMP Negeri 01 Seluma, it was revealed that writing is considered the most challenging aspect of learning. The researcher's interest in conducting action research was piqued by the English teacher's assertion that Class IX exhibits the lowest proficiency in writing compared to other classes (Ozagac, 2006). The selection of action research for this study is in alignment, as cited, where this research approach aims to enhance students' skills by consistently delivering instructional content through multiple cycles. An essential characteristic of action research is the collaborative partnership between the researcher, teachers, principals, and students. The collaboration between teachers and researchers is particularly significant in the execution of action research,

as it facilitates joint exploration and assessment of the actual challenges encountered by teachers and students within the school(Cici, 2018).

According to the interview conducted with the English teacher at Junior High School 1 Seluma, students encountered several challenges in their writing class, including: (1) experiencing difficulty generating ideas for their writing, (2) struggling with the organization of their written work, (3) making mistakes due to a lack of vocabulary knowledge, and (4) facing confusion when it came to using correct grammar. Within the classroom setting, students frequently expressed their difficulties and found it challenging when the teacher assigned writing tasks. These students appeared to lack confidence when tasked with writing assignments, often fearing that they might not be able to complete them because they didn't know how to begin, proceed, or conclude their written work(Putri, 2018).

During the writing process, thinking and creative skills are continually engaged. Students frequently confront

multiple challenges when writing in English. According to Henning (Sinaga, 2017) Writing skills are one type of language skill that students must master. Many experts have expressed the meaning of writing. In the opinion of Henning in (Sinaga, 2017) stated that writing is not to be viewed as a representation of a writer's thinking, but as a process of thinking that uses written language, and also as observable performance of what goes on in the mind of author. This suggests that writing is a demanding skill, as it requires proficiency in accurately choosing words, structuring them into grammatically coherent sentences, and managing the intricacies of the task. This multifaceted nature, involving various processes and abilities, can present difficulties for some students (Rachmawati, 2015).

Hence, numerous indications suggest that a larger proportion of students face challenges in writing compared to those encountering difficulties in other skills. Furthermore, it's not just students who encounter hurdles in writing; teachers also grapple with these challenges. The difficulties experienced by teachers in teaching writing can have an

impact, to some extent, on students' learning outcomes, and this issue is a long-standing one. The writing process entails several stages, including pre-writing, drafting, revising, and editing, all aimed at generating and refining ideas and perspectives. Additionally, it's worth noting that many teachers still rely on traditional teaching methods when instructing English. Learning is an educator teaching students and applying the knowledge they have to their students, so that students can tell stories about their own personalities so that they can be fully confident and have good personalities. According to Iskandar Wassid and Dadang Sunendar, "In simple language, the word learning is interpreted as heading towards a better direction in a systematic way." A good teaching and learning process is one of them is teaching, where students can take several views in activities in order to shape their personality. themselves to be able to become children who can be useful for the nation and the country. Therefore, in the teaching learning process, students can

change and shape their mindset from an early age(Maisal, 2018).

According to Dawson in Henry Guntur Tarigan's book, "The four language skills are basically a single unit, a single chess". When studying English in school, students are expected to acquire four essential skills: reading, listening, speaking, and writing. This requirement is outlined in Minister of Education and Culture Regulation No. 24 of 2016, which pertains to the Competency Standards and Basic Competencies (KI and KD 2013) for Education and Culture. Among these skills, writing is a significant area of focus, as it is one of the essential language skills that students are required to excel in(Rezai Afsheen, Namaziandost Ehsan., 2022).

The precision in conveying thoughts requires the use of precise language, encompassing vocabulary, grammar, and spelling. Essentially, the primary objective of writing is to serve as a written medium for effective communication. Every type of writing certainly has a purpose. Writing activity

is a process where students can reduce the graphics of activities that give birth to feelings, thoughts and ideas to the reader through writing as a medium of language (Albeshar, 2016).

Based on the explanation above, the researcher is interested in conducting a research on “An Analysis of the Improvement of Student’s Writing Skills On By Using Observing, Imitating and Adding Technique”.

In addition (Ali, 2004), entitled An Analysis of Students’ Writing Ability in Procedural Text At Junior High School Teknologi Pekanbaru. This research was a descriptive quantitative research. In collecting the data, the researcher used test (to know students’ ability in writing procedural text) and questionnaire (to know the factor affecting the students’ writing ability). The population of this research was the third grade students of Junior High School Teknologi Pekanbaru. It consisted of two classes; the number of population was 57 students. The researcher used total sampling technique in this research. The result of data analysis showed that the mean



score of students' ability in writing procedural text at the third grade of Junior High School Teknologi Pekanbaru was 72.41. Meanwhile, the factors affecting the students writing ability were motivation, interest, environment, teacher and material. The highest score of these factors was motivation with the percentage 26,24%. In conclusion, the third grade students of junior High School Teknologi Pekanbaru had very good level in writing procedural text and the main factor that affecting the students writing ability was motivation.

Futhermore, (Sari, 2018) entitled An Analysis of Students' Ability Writing Descriptive Text Through Guided Questions (At Eleventh Grade Students of MAN 5 Aceh Besar). The research problem of this research are is there any improvement on students' writing skill of descriptive text by using guided questions and are students interested in learning descriptive text by using guided questions. The purposes of this research are to find out whether there is improvement students' writing skill of descriptive text by using guided questions and to find out whether students are interested in

learning descriptive text by using guided question. The subject of this research was the students of the second grade of MAN 5 Aceh Besar in the academic year of 2016/2017 consisting of 22 students. The research started on November 6th, 2017 until November 15th, 2017. This research used pre-experimental research with pre-test, post test and questionnaire design. The researcher use two instruments. There were tests including pre-test and post-test and questionnaire. Based on the results of test the writer concludes that the mean score of post-test is higher than pre-test ( 41 > 24). It indicates that there is a significant difference in score between the two mean. It can be concluded that the students get improvement in writing descriptive text. While the result of t-test was 2.51, the critical value was 0.05 and degree of freedom (df)=  $N-1 = 22-1 = 21$  is 1.72. The obtained t-score was 2.51. So the t-score was higher than t-table (tscore = 2.51 > ttable = 1.72). It means that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire

proved that most of the students were interested in using Guided Questions (91 %) in writing descriptive text.

## **B. Identification of the Problem**

Based on the problem in the background, this study discovered some information about the improvement of students writing skills. Problems in the field :

1. Educators have not been able to instill writing motivation to students
2. How is the learning process for writing for grade IX students at SMP Negeri 01 Seluma, the academic year 2022/2023.
3. The teaching skills strategy of educators is still traditional to make students like writing skills lessons.

## **C. Limitation of the Problem**

Based on the identification of problem, the research focuses on the existing problems with the writing skills of class IX students at SMP Negeri 01 Seluma, because there are several problems in writing skills, the limitation of the problem is as follows:

Analysis of writing skills using the OIA technique (observing, imitating and adding) to class IX students at SMP Negeri 01 Seluma, the academic year 2022/2023.

#### **D. Research Question**

Based on the limitations of the existing problems, the research questions are as follows :

"How are the results of writing skills using the OIA technique (observing, imitating and adding) to the writing abilities of IX grade students of SMP Negeri 01 Seluma, the academic year 2022/2023"?

#### **E. Research Objective**

To find out the results of the ability to use the OIA technique (observing, imitating, and adding) on the writing skills of class IX students at SMP Negeri 01 Seluma, the academic year 2022/2023.

#### **F. Significance of the Research**

This research expects to provide important information for some elements, and the element are for students at IX graders SMP N 01 Seluma, as well as for future researchers

of the same type. The study's findings should be useful not only theoretically, but also practically for:

#### 1) Students

The findings from this study can offer valuable insights to students within the English department, enhancing their learning experience. By delving into real-life issues related to writing skills, students can attain a deeper comprehension of the challenges they encounter. The qualitative research is intended to empower students by helping them recognize and understand the hurdles they face in improving their writing proficiency. It is anticipated that, upon acknowledging their limitations in writing mastery, students will take proactive measures to enhance their writing skills.

#### 2) Teachers

This research aims to offer English teachers new insights and knowledge regarding innovative methods for instructing writing skills, to be beneficial to them.

### 3) Teacher researchers

This research can serve as a reference for future researchers who are inclined to pursue further investigations on the subject of teaching writing skills.

## G. Definition of the Key Terms

The key terms of this study consist of :

### 1) Writing skills.

The skills to write is an ability that is no less important to be mastered by students. Students are free to express ideas and ideas in written form through the language in their writing. Writing skill is an ability that is no less important to be mastered by students. Students are

free to express ideas and ideas in written form through the language in their writing. Learning and teaching are two terms in the world of education very popular. Both terms refer to a process that occurs in a series of interrelated elements. Learning means an effort from the teacher to the students. Lots of activities to do, especially when better learning outcomes for all students. Interesting and students' attention to learning is the teacher's effort in creating effective teaching and learning atmosphere to gain intelligence or knowledge. While teaching is a complex process not just conveying information.

2) OIA Techniques (observing, imitating, and adding).

OIA technique (observing, imitating, and adding) is a technique that can make it easier to learn to compose, whether it's learning to compose poetry, short stories,

novels and even writing a personal letter can be done with this OIA technique. OIA techniques (observing, imitating, and adding) are strategies that are the result of the development of the copy the master strategy (Chaedar, 2005).

