

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

Writing is one of the foundational abilities taught in English classroom teaching and learning activities. There are four fundamental abilities that students must master. Listening, speaking, reading, and writing are the four skills. When learning a foreign language, writing plays a crucial part. Writing has various benefits that can be learned in this life, according to Baran et al (2021), including (1) increasing intelligence, (2) developing initiative and creativity, (3) expanding courage, and so on. (4) enhancing the ability to gather information through imagination and will. It may be inferred that the benefits of writing include the development of creativity, as well as the discovery of new ideas, the gathering of resources, and the clarification of difficulties. On the basis of the foregoing, it may be claimed that writing is an important part of language development since it allows people to express themselves in writing. This is sometimes seen as a difficulty since some people believe that their thoughts are more easily represented when they are spoken. As a result, writing abilities must be developed as a foundation for facilitating the pouring of thoughts into written form, fostering

creativity and encouraging one's willingness of aptitude to collect information.

Writing is the ability to communicate ideas, opinions, and feelings to others via written language. The precision with which concepts are expressed must be backed up by the precision with which the language is utilized, including vocabulary, grammar, and spelling. UNESCO in 2019, identified writing as a basic skill necessary for communication, future learning, full participation in the economy, as well as political and social life and many other aspects of everyday life. Another fact that also emerged based on research is the education system that prioritizes reading activities in learning activities and pays less attention to study writing. In fact, one of the goals of teaching English in secondary schools, according to the 2013 English Curriculum, is students ability to communicate in writing. Because it is an active and productive skill, writing plays an important role as an indicator of academic performance therefore, it becomes one of the skills that must be learned.

There are various hurdles in writing , according to Sadiah (2019) the first obstacle is the difficulty of expressing thoughts in writing . The second barrier is a scarcity of themes to write about, the third obstacle is a lack of appropriate language abilities , the fourth is a lack of

understanding of the structure of writing , and the fifth barrier is a lack of awareness of the value of being able to write . The technique will , it is hoped , assist students in overcoming their obstacles.

According to Siregar and Anwar (2012) learning communities are best designed as “on going” group who meet regularly for the purpose of their increasing their own learning and that of their students. So, Learning Community can be done not only outside the classroom but also in the classroom. When Learning Community is done outside the classroom, there is no limitation about topics for practicing English. While in the classroom, teacher as a facilitator will limit the topic into specific purpose as it is concerned with lesson plan so it can be organized while practicing English. Proved by Sukiawati (2020), “flexible scheduling helped avoid making concessions due to time constrains and allowed for greater fairness and efficiency , while also expanding opportunities for classroom and out of classroom activities.

Based on an interview with an English teacher by the researcher at a senior high school SMAN 6 KAUR, it was discovered that the majority of the students struggled with developing ideas in their writing. Furthermore, the teacher stated that while students may have ideas in their heads, they frequently struggle with expressing and

beginning to write, develop, or articulate their ideas in words in the framework of effective writing. Several factors contribute to this condition, including a lack of vocabulary and a poor understanding of grammar.

Therefore, the researcher raised the issue of the effect of using learning Community strategy. So this research is entitled "**The Effect of Using Learning Community Strategy on Students' Writing Ability**". Based on the background of the problem, the formulation of the problem that will be studied in this research: is there any significant effect of using learning community strategy on students' writing ability application in the Eleventh grade student of SMAN 6 KAUR. This research is expected to contribute to the development of language skills in learning, especially in writing skills using the learning strategy.

## **1.2. The Identification of Problem**

Based on the pre observation of eleventh grade students of SMAN 6 KAUR, the researcher found some certain problems in English, especially writing in descriptive text. For more deeply explanation, the problems will identified as follows:

1. The students were lack of vocabulary and grammar.
2. The students were not be able to express or developed their ideas in writing.

3. The students were difficult in arranging sentence structure.
4. The teachers has not applied the technique and uses the appropriate media in teaching

### **1.3. Limitation of the Problem**

In this study, there are several problems experienced by students, but the authors focused on students who did not know how to make correct descriptive texts and teachers did not use interesting techniques in the teaching and learning process. Therefore, the authors limits the problem only to the use of Learning Community Strategy to Improve Writing Skills for Class Eleventh Students.

### **1.4. Research Question**

Based on the identification of the problem above, the research question is there a significant effect of using Learning Community Strategy on the writing ability of class XI students of SMAN 6 KAUR?

### **1.5. Research Objective**

Based on the research questions above, the purpose of this study is to determine the effect of using the Learning Community Strategy on Student Achievement in Writing Descriptive Texts at SMAN 6 KAUR.

## 1.6. Significances of the Research

This study's findings were anticipated to be both theoretically and practically valuable.

### 1. Theoretically

This study theoretically can be one of valuable references especially in writing or for those who are interested in teaching or learning writing.

### 2. Practically

The findings of this research are expected to be contributed for some elements as following: 1) For Students; this study can be used as pre-writing strategies or brainstorming before starting to write, in order to make the students easier to generate their idea in writing descriptive text. 2) For English Teacher; the result of this study about strategy learning community can be useful in teaching writing ability descriptive text and it is hoped that they can be applied to the teaching and learning process, and 3) For Other Researchers; to conduct further studies especially the teacher, it is hoped that this can give new information as the source of information.

## 1.7 Definition of Key Terms

To prevent confusion as well as to make this research easier to understand, The author summarily describe the meaning of terms in research as shown below:

## 1. Learning Community

Learning Community is a method where students become more active than teacher. The students are active in interaction and communication in writing English in the classroom. This learning strategy is very helpful for teacher and students to express their ideas and opinions. Through this method, the teachers are providing equal opportunities to each student, so that the interaction in learning process is focused on students.

## 2. Writing Skill

Writing is a productive skill that involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but, it needs practice. The practice may include imitating or copying words and sentences from the given ideas or expressing free ideas based on the writers' knowledge, experience, and point of view. According to Harmer (1991:139) writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for to others. In addition, writing is one of the instruments or media or media of thinking that is used to execute cognitive activities mentally, organize information strategically, and make meaning of different forms of knowledge.