

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents, (1) background, (2) problem of the study, (3) objective of the study and (4) significance of the study.

#### **1.1 Background**

There are four skills in English, namely listening, speaking, reading and writing. In organizing teaching and learning, the teacher focuses on one or two language skill. It purposes to train the students to get thought or ideas which help them develop themselves. Writing ability is the potential that a person who conveys in writing in expressing an idea or ideas that are in his or her mind. The importance of writing ability will make someone's mind smarter because they are accustomed to processing facts, opinions, thoughts, or conclusions such as the writing process. According to Indrawati and Uzer (2021 :65), writing is an activity of delivering messages through written language as a tool or media. Getting students to be skilled at writing is certainly not an easy thing to do. At an early age starting from five years old, parents usually teach their children learn to write.

According to Meiranti (2015: 89), writing is one of the important ability to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because they write their ideas and emotion creatively. Not all students can convey the message directly, but by writing they can convey what is on their mind. According to Kusumaningsih (2013: 66),writing ability are very important for every students, because to hone these

writing abilities a student must have a lot of ideas, knowledge, and life experiences. This is the basic capital that must be owned in writing activities. In addition to the basic capital, a writer must master a lot of vocabularies to convey their ideas.

According to Dastgeer and Afzal (2015: 1315), the difficulties multiply for secondary level students especially for their written communication have a number of a reasons; English being a second language pose hurdles for them as conventional lecture method emphasize only on the usage of language rather than its use. In most of the cases, the secondary level students learn English at school only and have rare chances of its use at their homes. They depend on rote learning and reproduce in examintions what they have memorized earlier; free expression is rarely encouraged in their academic life. It can be cocluded be that students can improve their writing and speaking ability in English, if they often practice it at school or outside of school.

Writing is one of four language skills in English which must be learnt by the students. the students sould learn writing because they are hoped not only able to communicate orrally but also in written form. According to Indrawati and Uzer (2021:64), writing skills are still less attractive to students due to lack of interest and practice. The teaching of writing that has been carried out by the teacher has been too product-oriented and ignores the process. This factor causes the teacher to always dominate the class, so that it often becomes an atmosphere that is focused in one direction. Students are not given the opportunity to write down their creativity and become more passive. According to Gudu (2020: 102),

learning to write in school is still often regarded as difficult activities even become a burden for each student. Which factor becomes a problem for students to express their ideas in form writing, namely because of a lack of motivation to write, students have not been able to critical thinking, and also the fear of failing to write. However, difficulty in writing mainly stems from a lack of ability someone to think critically. The reasons why thinking critically in writing is important because someone who cannot think critically by himself is not able to identify and sort problems well. That matter makes it difficult for students to express their ideas in paragraph form. In expressing an idea, students are expected to think critically and logical.

Taking notes is writing down something important. According to Dewi in (Damayanti, 2012), taking notes is making writing related to the information what the students seen and heard. In addition, Rahajeng (2012) stated that taking notes it is not only written verbally, but also in graphics, mind mapping models, use of color and layout. Students who have poor memory can learn from notes that they make and enjoy themselves. In conclusion note taking is the technique to help the students in writing the important information what they heard or seen when the teacher explaining the material.

Based on the writers' experience in teaching practice (PPL) at State Senior High School 7 Palembang. In writing a descriptive paragraph, the students often find some difficulties. The students got difficulty in express their ideas in appropriated words, used the right punctuation, write the correct spelling, and build good grammar by using appropriate tense and vocabulary. In finding an

idea, the students would use an appropriate strategy, method, or technique even media.

In order to guide the students to understand the text, the teacher has the most role in solving those problems. Teacher has to find out the way how to build the students' interest in writing. Moreover, the exact and interesting technique can be used to make the students feel interested and start to play their pens on the paper. The writer used note-taking technique to improve students' writing ability in this study. According to Rusdiansyah (2019: 175), note taking is the practice of writing down pieces of information in a systematic way. It could be changed the students' writing knowledge, process, and product. Students were more active, creative, and interested in learning writing process especially in writing descriptive paragraph. The teacher gave the example of descriptive paragraph with the picture. When the teacher explained the material or the text about the topic, the students wrote down what the teacher said. and then the teacher asked the student write descriptive paragraph about the topic. To achieve this goal the writer chose Senior High School 7 Palembang to apply this technique in teaching English. Therefore, the writer was interested to conduct the research entitled **“Improving the Students' Writing Ability through Note-Taking Technique to the Tenth Grade Students of State Senior High School 7 Palembang.”**

## **1.2 The Problem of the Study**

The problem of this study was the students' difficulties in learning writing, such as difficulty in expressing their ideas in appropriated words, using the right

punctuation, writing the correct spelling, and building good grammar by using appropriate tense and vocabulary

### **1.2.1 Limitation of the Problems**

Related to the problem above, limitation the problem of the study was improving the students' writing descriptive paragraph of theme "Historical Places in Palembang" through note-taking to the tenth grade students of State Senior High School 7 Palembang.

### **1.2.2 Formulation of the Problem**

The problem of this study was formulated as follows, "Was there any significant difference between the students who taught writing through note-taking technique to the tenth grade students of State Senior High School 7 Palembang and those who were not?"

### **1.3 Objective of the Study**

Related on the problem formulation, the objective of the study was to find out whether or not there was significant difference between the students who taught writing through note-taking technique to the tenth grade students of State Senior High School 7 Palembang and those who were not.

## 1.4 Significance of the Study

By conducting this study, there were some significances, they were for the teachers of English, for the students, for the writer herself, and for the other researchers.

### 1. For the Teacher of English

It is expected that the result of this study gives information for the teachers, especially for the teachers of State Senior High School 7 Palembang to teach writing descriptive paragraph using “Note-taking technique” to the students. In addition, the teacher will be able to predict the errors that happend to the students in writing descriptive paragraph, so that teachers are able to find a way to overcome the problems.

### 2. For the Students

The result of this study is expected to make students of State Senior High School 7 Palembang more interested to do their writing, especially in writing descriptive paragraph.

### 3. For the Writer Herself

The result of this study is expected to increase the writer’s knowledge and getting a set of experiences in doing research and also through this study, the writer expected a better improvement for the students especially in writing descriptive paragraph.

#### 4. For the other Researchers

The result of this study could be used by other researchers to find out some of information about “Improving the Students’ Writing Ability Through Note-taking Technique to the Tenth Grade Students of State Senior High School 7 Palembang” in teaching writing descriptive paragraph.

