CHAPTER I
INTRODUCTION

A. Background to the Study

In this era, English as a first foreign language is taught in school in Indonesia. It is taught from the primary school up to the university. The teachers have to equipt their students with globally accepted instruments to make them easier to understand English. One of the requirements to achieve the goal is the students’ capability to understand and use English properly, since it is the most learned foreign language in the world. The curriculum for English subject in Indonesia is directed to develop language skill so that the students are able to communicate and participate in a discourse in certain level of literacy (Depdiknas, 2006: 277).

To be able to communicate well, the students should master the four skills of English, namely: listening, speaking, reading, and writing. All of those skills are integrated each other and become the important substances in learning English at junior high school. In this research, the researcher focuses on writing skill because it is the most difficult skill for students to obtain. It is supported by the following reasons. First, in the theory of second language acquisition, people learn language through four skills, namely listening, speaking, reading and writing. Listening becomes the earliest skill and writing becomes the latest skill for people in language learning. Second, based on the standard of graduate ability stated in PP no.19/ 2005/ ps.25, the standard of graduate ability of language subject is
emphasized on speaking and writing which depend on the education level. Third, writing is important for senior high school students to communicate in their daily life such as to write an email, story, letter, Short Message Service (SMS), etc., but it is not taught intensively in the senior high school level.

Writing is one of the language skills that the language learners should learn at school. When learners learn language, they learn to communicate with other people involving the process of understanding them, talking to them, reading what they have written and writing certain information to them (Rhaimes, 1983: 3). For that purpose, the learners learn writing for not only fulfilling the need of communication but also accomplishing the need of learning, especially dealing with the need of learning writing. The need of learning writing means that learning writing reinforces the grammatical structures, idioms, and vocabulary which have been taught to the learners. When the learners write, they also have a chance to be adventurous with the language which they are studying, to go beyond what they have just learned, to take risk of making mistakes and errors in applying the new system of the language. Furthermore, the learners will necessarily become very involved with new language; the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning.

Writing is not an easy skill to master. It may be considered the most difficult language skill. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into readable text (Barly, 1995: 76). Writing is also a complex process that requires specialized skill of the
writer. There are some handicaps that students find in arranging words, phrases, sentences, or other rules of writing both in logical order and good paragraph structures. Gaith (2002: 1) states that writing is a complex process that allows writer to explore thought and ideas and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed.

Writing is one of the productive skills which is closely bound up with the receptive skill work (Harmer (2001:250). He also states the relationship between input and output in learning English language. The input is started by the receptive skill, those are listening and reading. In listening and reading, students can get stimulus from audio or video tapes, native speakers in person, native speaker media, reading and pedagogic text, and from the teacher. After that, teachers’ feedback takes a part in the students’ language learning and followed by the understanding of the students, and it is ended by the productive skill which includes speech or speaking and writing. In improving students’ writing skill, teachers have to pay attention to the other skills that the students need before.

Based on the explanation above, it gives signals to the English teachers that conducting writing process is not as simple as other language skills (e.g. listening, speaking, and reading). It needs some skills and processes to produce a good writing. There are some specialized skills of writing such as: (1) using vocabularies; (2) generating the ideas; (3) using grammar and tenses. After using those three skills in writing, the writing product should be checked, changed,
added, and edited to get the correct writing. This writing process will not make misunderstanding between the writer and the reader.

Students who learn English in SMA Negeri I Karanganom, are required to both understand written and spoken English. They have to be able to write some texts easily and they have to be able to explore their ideas in writing. Senior high school students should be able to write appropriately. It means that they should be able to express their idea by using vocabularies, grammar, and the steps of rhetorical development accurately. Senior high school students should be able to master vocabulary, grammar, and mechanic.

Based on the pre-liminary study, it was found that students cannot write appropriately. Their accuracy in writing such as diction, grammar, and mechanics is low. It happened because of some reasons, such as: (1) the students do not have reading habit to enrich their vocabulary; (2) the students have lack of vocabulary so that they feel that it is difficult to start writing. They do not know what should be written because they usually stuck when they want to write a text. It is very difficult for them to make such a good text because they are not used to write a text during the English lesson; (3) the students cannot explore their idea easily; and (4) the students think that grammar is very difficult to be mastered. Besides, the teacher feels that it is difficult to assess the students’ writing accuracy. (1) she has not found the suitable assessment rubric to assess writing accuracy; (2) the teacher also does not have enough teaching media to teach writing; and (3) the teacher has not found suitable technique to teach writing. The classroom also influences the teaching learning process because there is only one fan in that class,
so sometimes the class is hot and it makes the students do not concentrate during the lesson.

From the pre-liminary study, the researcher also found some causes that makes the students’ writing accuracy low. (1) the students do not like to write a text based on their own idea. The students are lazy to write with their own ideas and they just copy some texts from the internet when they get writing assignment from the teacher; (2) Sometimes the students do not pay attention to the teacher, some of them just talk to their friends, and there also some students who are busy with their own activity. Furthermore, the teacher does not have numerous techniques in teaching writing. She just gives the traditional technique and she does not give the students opportunity to write. The teacher seldom conducts writing activity, so that it influences the students’ ability in writing.

Based on the problems and causes above, the researcher proposes to conduct a research on writing. The purpose of this research is improving the students’ writing accuracy through dyadic essay technique. Dyadic essay is one of collaborative learning technique which can be implemented to improve writing accuracy. Dyadic essay can improve students’ vocabulary, grammar, and mechanics. It can improve the students’ vocabulary because the students have to use the right diction to write the leading question and the model answer. When they exchange their papers which consist of leading questions to their partner, the partner writes a text based on the leading question, then they will compare the result with the model answer, so the students will know more vocabulary from those two texts. It can also improve students’ grammar because when they write
leading questions and write the text, the students have to know which grammar that should be used. When the students disscuss the answer, they will be more familiar with the rules of the grammar, so their grammar will improve. The students’ writing mechanics will improve because when they compare the result with the model answer, they will know whether their spelling, punctuation, and capitalization have been correct after they disscuss them. The researcher chooses dyadic essay technique because she believes that it can also improve the class situation because (1) it can promote effective learning; (2) it can combine both motivational and cognitive approaches to collaboration; (3) it can remote cognitive process through a structured approach to teaching and learning within a tutoring context; (4) it can promote the students’ self-confidence.

B. Problem Statements

1. Can Dyadic Essay technique improve the students’ writing accuracy in writing explanation text?

2. How is the class situation when dyadic essay technique is applied in the writing class?

C. Objectives

1. To reveal whether the students’ writing accuracy in writing explanation text can be improved through Dyadic Essay technique.

2. To describe the class situation when dyadic essay technique is applied in the writing class.
D. **Significance**

1. **For teacher**
   
   The result of the research can be used as reference in teaching writing.

2. **For students**

   This result of the research can be applied by the students so that they can enjoy and have fun in learning English.

3. **For other researcher**

   The result of this research can be used as a reference of action research particularly in improving students’ writing accuracy.