

CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research question, purposes of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of Study

In the attempt to learn English, students often find problems dealing with language skills and language components, such as the difficulty in speaking what in their mind and writing their ideas in English. Many of them failed to graduate because of their low English score in National examination in other words cannot achieve the passing grade score. Thus, Indonesian government strives to find the solution of those problems. One of the solutions is changing the curriculum and introducing new approaches of teaching to English teacher. They also have to consider the quality improvement of teacher, students' interest, motivation, and teaching techniques that play important roles to achieve the standard competition in language learning.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills, which mean they involve in

producing language rather than receiving it.¹ For Indonesian students, they have difficulties in expressing productive skill. It is based on the preliminary research; it revealed that most of students are afraid of expressing the idea using English. When teacher gives task for students to write, they get difficulties to write their ideas and start it.

However, in the teaching learning process shows that writing is less developed by students. Based on the researcher's experience during the Service Teaching Program (PPL 2) in SMA Al- Islam, the researcher found that many students were not able to write a good English text. They encountered difficulties in organizing and developing ideas, punctuation, and lack of vocabulary. They got stuck in expressing ideas and put them into right words, phrases and sentence in the target language. It is due to the lack of their knowledge about genres or types of text. The researcher also found that students' achievement in writing is low especially in recount text.

According to Hamps-L and Heasley, when we learn a second language, we learn to communicate with other people, with their language. To understand their language, we talk with them, read what they write in their language.² The fact that people frequently have to communicate with each other in writing is one of the reasons to master English.

Unfortunately many students are not interested in writing based on their answer after interviewing them, they stated that writing is difficult It is same as the theory

¹ Mary. Spratt, Alan. Pulverness, and Melanie Williams, *The TKT course: teaching knowledge test* (Cambridge; New York: Cambridge University Press, 2005)

² Lyons, Hamps & Heasley, *Study writing*, (Cambridge : Cambridge University Press), 10

This research focuses on writing recount text because after interview some of students SMA Hidayatul Ummah, they get difficulties in writing recount text and placing the appropriate tenses for their text. Timeline strategy is the one way to improve the students writing ability in recount text. The strategy of timelines can be used with students in Grades K through 8. Research shows that even young children have an understanding of temporal order of events in history and have the ability to think and try to explain continuity and change over time.⁷ For example, see the explanation of world history that Elizabeth dictated to her kindergarten teacher around thanksgiving when the class was learning about the pilgrims. She was clearly thinking about where the pilgrims fit in the sequence of world history. Most upper elementary and middle school students can identify historical developments, especially related to national history, even though they may lack a detailed

⁷ Lesvtik, Linda S. & Barton Keith C. *Researching History Education: Theory, Method and Context*, (New York Routledge, 2008), 15

understanding of this development.⁸

It is advisable to use timeline as strategy to gain students idea in one line and use it fairly simple, co-create them with students, and consider alternative chronological representations given the content taught, such as vertical or horizontal timelines, timeline at an angle, timeline that replicate a path taken by people or travelers, or circle.⁹ Timeline as teaching strategy can help students construct an understanding of historical events over time, even the youngest students. Literature can be used to show, model and help students develop concepts about time, continuity, and change in social studies as a basic for creating timeline.¹⁰

Birkerts and Stoll¹¹ note that the digital environment tends to encourage people to explore many topics extensively, but at a more superficial level. In this case, students who are brought to learning which is facilitated by digital media will be more interested in and enjoy in receiving the material. Through digital technologies, young people get more new information from the technology they use outside of school than they do from their teacher in the classroom¹².

⁸ Linda Lesvtik, *Reseraching History Education...* 16

⁹ Allanman, Janet & Jere Brophy, *History is Alive: Teaching Young Children about Changes over Time*. (The Social Studies, Volume 94, Issues 3, 2003), 107

¹⁰ Pat Hoodles, An Investigation into primary school children developing awareness of time and chronology in story and historical Fiction, *Journal of Curriculum Studies*, 34:2, 2002, 173

¹¹ Birkerts Sven, *the Gutenberg Elegies: The Fate of Reading in Electronic Age* (New York: Macmillan, 2006), 10

¹² Meidasari, Venny Eka., *Teaching English through New Digital Media* (University of Indraprasta PGRI and a postgraduate student in State University of Jakarta).

In this study, researcher wants to know the difference of writing ability in recount text for the students who are treated by timeline strategy and those who are not treated by timeline strategy and then researcher wants to know the effect of timeline strategy if it used as method of teaching and learning in recount text.

[illegible]

B. Research Question

Based on background of study above, this study will try to find out the answers of the following questions:

- Is there effect of using timeline strategy to improve Students' writing ability in recount text at the first year students in Hidayatul mmah Senior High School?

C. Purposes Of The Study

According the statement of the problem, the purpose of this research is:

- To know the effect of timeline strategy to Improve Students' writing ability in recount text at the first year students in Senior High School.

D. Research Hypothesis

Ary defines hypothesis as tool that is used in the research process, no ends of research.¹³ It means that hypothesis just a tool to predict the result of the research. In this research the hypothesis is to know the effect as research not correlation on variables based on research question.¹⁴

Here, the hypothesis: Timeline strategy can improve students' writing ability in recount text. There is significant difference between students who are taught using timeline strategy and students are use conventional strategy in recount text. Timeline

¹³ Ary Donald et.al., Introduction to Research in Education: 8th editin (USA: Wadsworth Cengage Learning, 2010).82

¹⁴ Sugiyono, Metode Penelitian, (Bandung: Alfabeta, 2013). 96-99

strategy likely improves students' on writing recount text. The hypothesis used in this study is two side hypotheses.

The formula of hypothesis is as follows:

1. NULL hypothesis (H_0)

There is no significant improvement in achievement between students who are taught by using timeline strategy than who are not taught by using timeline strategy.

2. Alternative Hypothesis (H1)

There is significant improvement in achievement between students who are taught by using timeline strategy than who are not taught by using timeline strategy.

Explanation:

Ho will be accepted if $t\text{-value} < t\text{-table}$

H1 will accepted if $t\text{-value} > t\text{-table}$

E. Significance of Study

The researcher hopes that the result of this study will be beneficial for:

1. For Teacher

This can motivate the teacher to use timeline method, particularly when they are teaching recount text, and thus to make various technique in teaching. It also helps English teachers plan and conduct a better learning and interesting

process in teaching learning process. So, hopefully the teachers are able to improve student ability in writing recount text use timeline strategy.

2. For Students

This can encourage students to improve their ability, especially in writing skills. It also can inspire students to use timeline strategy in writing especially recount text.

3. For researcher

The result of the study is used to answer the available questions in this final project based on data gotten along the research.

4. For other researcher

The result of the study is hoped to enrich knowledge about learning recount text and the result of this study will be guidance for the next researchers to enhance theory about learning recount text using timeline strategy.

F. Scope and Limitation

This research is focusing on the effect of timeline strategy in writing recount text of the first year students of SMA Hidayatul Ummah. In this research, the researcher takes second year students as respondents of the research. The students will get lesson about the use of timeline strategy in recount text.

