

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is an important aspect in human life, especially in communication. People need a language to express their feeling, thought and desires. As a communication device, language becomes an important thing in human life and also in line with the world civilization.

There are many languages used in international communication and one of the most important languages used is English. In Indonesia, learning English language can be done by two forms, in spoken and written form. English in Indonesia is a foreign language and it is taught in different levels at school.

Writing is one of the important skills in English language, and it is learned by the students in school to increase their English Language. In this case, there are some types of texts which are learned by students in the school, like recount text, reported text, descriptive text, procedural text, and narrative text.

Writing is also a skill that needs an active activity or process. Allah said about the importance of writing in the Holy Qur'an surah Al-Qalam verse 1-2 as follows:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾

The verses explain that Allah expresses the high honor to words, pen and scientific writing. It means that Allah also orders to increase our faith, our knowledge and skills, especially also reading and writing.

There are several things should be considered to learn writing effectively, for instance sentence structure, grammar, the words choice, and mechanics. Therefore, some students may encounter some problems as they are in process of learning this skill. When the researcher did pre-observation in MAN 4 Banjar exactly at the eleventh grade students XI Bahasa as experimental class, the students got a lot of problems in writing English, they still lacked of vocabulary, they found it difficult to express and generate their ideas in writing, they were less motivation in English writing, and they were not encouraged to practice English writing a lot. Based on the information of the teacher, it was found the mean score of pre-test they had in writing at new semester was 54,16. In addition, they were still weak or low in writing skill. For the control class the researcher and the teacher had some considerations to decide it. So, XI IPS 2 that became control class, because their mean score was 54,82, and the teacher gave the information that they almost had the same problems in writing.(see appendix)

Due to those facts, the researcher tries to study other aspects, that is discussing the use of freewriting technique. This technique is an important tool to help students express themselves by writing. It is expected to give students a great

start or an introduction to write, and to be better to write both classes or outside the classroom.

There were some relevant studies related to the use of freewriting technique to improve students' writing ability. An action research is written by Hengky Kusuma Windarto (2012) entitled "Significances of Illustated Journal Writing in Improving Writing Ability of Class VIII D Students at SMP N 2 Kalasan in The Academic Year of 2011/2012". He used freewriting activity in his research as unguided writing technique to help students to generate ideas in improving writing ability. He pointed out the main aim of free-writing was to capture as many ideas and thoughts as possible and allow the writing to flow wherever the student's minds lead them. Freewriting can also be a solution to the problem of students' motivation.

Another research was written by Nurfiryalianti Jamiluddin Hastini entitled "Improving Writing Skill By Using Freewriting Technique". She applied the quasi-experimental research design. The research aimed in finding out whether the use of freewriting technique could improve students' writing skill especially in writing descriptive paragraph or not. She conducted the research at SMP Negeri 1 Pasangkayu. The subject was the eighth grade students, and Class VIII B as experimental class and Class VIII C as control class. After conducting and analyzing the research, she concluded that the use of freewriting technique can improve the students in writing descriptive paragraph, particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar. Freewriting

technique can make the students to start writing without thinking too much to the grammatical sentences in sharing their ideas in paper. It might make the students be comfortable in doing writing. The freewriting technique can also be used not only to improve students writing skill but also to improve other skills or components in different genres and elements in teaching English. Moreover, freewriting is one of the best ways to improve the students writing without worry about the rules like another kind of writing.

Therefore, based on the explanations above, the researcher wants to find out further information about the problem, i.e. particularly vocabulary mastery and writing ability especially in terms of a freewriting. Then the researcher will conducts a study which entitles THE USE OF FREEWRITING TECHNIQUE IN IMPROVING WRITING ABILITY OF CLASS XI STUDENTS AT MAN 4 BANJAR IN THE ACADEMIC YEAR OF 2017/2018.

B. Problem Statement

Based on the background of the study above, the problems of this study may be identified as follows:

1. How is the effective of the use of freewriting technique to improve students' ability of class XI at MAN 4 Banjar in writing?
2. Is there any significant difference achievement between the students' who use the freewriting technique and guided writing?

C. Problem Limitation

The researcher focused on some of writing elements, they are vocabulary, grammar, and paragraph organization of the use of freewriting technique in teaching writing in order to improve students' writing skill at class XI of MAN 4 Banjar

D. Objective of the Research.

1. To know how is the effective the freewriting technique to improve the students' writing of class XI at MAN 4 Banjar.
2. To know whether there is any significant difference achievement of students' who use the freewriting technique or not.

E. Significance of the Research

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the Students

Through this study the researcher expected this technique can be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability.

2. For the English teacher

The researcher hopes that this technique is able to give information for the teacher in order to consider the freewriting as additional technique in teaching writing for

EFL/ESL students and as a contribution of the study about English language teaching and learning, particularly in the way on how to improve students' writing skill.

F. Definition of Key Terms

1. Freewriting technique

Freewriting is the practice of writing all ideas or thoughts without stopping, and without regarding for spelling, grammar, or any of the usual rules for writing. It might include a topic as a general guide or no topic. The purpose of the exercise is various, but it can be used to generate ideas and to clear out distracting thoughts. There are various possible forms of freewriting, such as the articles of journals and fiction writing.

2. Improving

Improving is the verb to chance something that was low being higher in some contexts. It means to make the students of MAN 4 Banjar have a better writing than that in the past.

3. Writing Ability

Writing is an activity that puts an ideas or thought in written form. Writing is one of the ways to make or produce language, writing is a medium to show someone ideas that's being alternative if he/she doesn't like to show it through speaking.

G. Hypothesis

Ha: There is a significant difference achievement between the students who learn writing by using freewriting (experiment class) than the students who learn writing by using guided writing (control class).

Ho: There is no significant difference achievement between the students who learn writing by using freewriting (experiment class) than the students learn writing by using guided writing (control class).