

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

According to Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) of Junior High School, there are four fundamental skills, namely listening, speaking, reading, and writing that should be achieved by Indonesian students. The four skills are very useful for students whether they are testing foreign language abilities or other skills, especially on student's writing proficiency in order to measure their knowledge. It is wrong to say that writing is a waste of time. Actually, writing is a good way in developing ideas, but most of the students are still difficult to express their ideas in writing. As what Nunan (2003:88) says, "the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader". Therefore, writing is a process of putting ideas in words then combines into sentences in a form of paragraph in which every sentence relates one other. The ideas can be formed into paragraph. There are many types of genre of writing such as spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, explanation, discussion, and review. The writer must choose the appropriate types of genre if the writer wants to express in writing. Recount is one of genre which is usually found in our daily life.

According to Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) of Junior High School on eight grade issues that the

students must be able to write various types of the text such as recount, descriptive, and narrative. Based on the syllabus in Junior High School, Recount is in the first and the second semester on the eighth grade. Recount is explained in the text book also. The students still have some difficulties in writing, especially in writing recount, such as limited vocabulary in mind, grammar, punctuation, word choice, and spelling, and the student's disabilities to analyze the characteristics of recount. Based on data from source of internet ([http://gallery.carnegiefoundation.org/collections/quest/collections/sites/moore\\_renee/media/filespdf/class\\_data\\_analysis.pdf](http://gallery.carnegiefoundation.org/collections/quest/collections/sites/moore_renee/media/filespdf/class_data_analysis.pdf)), the students' problem in writing as follows: limited vocabulary 8%, difficulty in organizing ideas 16%, no ideas to write about 20%, no motivation to write 20%, and lack of confidence in grammar 36%. For the reasons, it is important to use concrete activities.

Based on the writer's observation in eighth grade in SMP Istiqlal Delitua, It was found that most of the students felt it difficult to write the texts. It was showed by the students' scores collected by the writer through writing test in which 3 students (8.33%) got score 80; 6 students (16.67%) got score 70-79; 15 students (41.67%) got scores 60-69; 7 students (19.44%) got scores 50-59; and 5 students (13.89%) got scores 0-49. The data on the result of students' test reveal that the students' average score was 62.5 (sixty two point five). Therefore, if it was compared to the minimum standard value (KKM) of English in SMP Istiqlal Delitua for grade VIII which is 73, it indicated that the most of the students' in writing test was still low. It was the case because of some factors, such as lack of vocabulary and unfamiliariaty with the topic. Those factors affected the students'

achievement. It made the students get low achievement in writing. It was concluded that there were still many students who did not understand the rule of writing. Besides, the students felt that the teaching and learning process was monotonous and uninteresting. The students were asked to write but the teacher did not give the suitable strategy to write, in order to make them difficult to write.

To solve this problem and to increase the students' achievement in writing skill, it is better to use pentad strategy. Pentad strategy absolutely is the good or suitable strategy in writing. Pentad strategy is only for writing. Burke (1945:3) says that Pentad strategy is the strategy in writing which has five questions to ask. It consists of *who* (agent: can be anybody or anything that acts), *what* (act: what happened), *when and where* (scene: where and where the action took place), *how* (agency: how an action was accomplished), and *why* (purpose: why the agent performed the act). The Pentad Strategy has important role in writing, because the Pentad Strategy as the guidance to guide them to write based on limitation. The students also can open up and explore a subject by those five questions, and the pentad offers you a way to discover and develop ideas for writing by asking questions systematically about a topic or a situation, they can use the five questions in pentad strategy before writing, so the writing will be easier and more enjoyable. Besides, the Pentad or five questions also can improve the students' writing, because before writing they start with the five questions as their outline. They know how to make good steps before writing, such as thinking about who the participants are, what happened, where and when the act is happened, how it is

happened, and why it is happened. So, it makes them easier to develop their writing.

Noviana (2008:28) has ever made an experiment research to find out whether the use of Pentad Strategy significantly affects the students' achievement in writing narrative text for Junior High School students. The result showed that the use of Pentad Strategy significantly affect the students' writing.

R.S. Perinbanayagam (2003:26) said that the pentad strategy is suitable strategy to use in writing skill. Especially for writing narrative and recount text. It is suitable for Junior and Senior High School students. The pentad strategy can significantly improve the students' writing achievement.

Based on the explanation above, it is important to apply the pentad strategy in order to improve the students' achievement in recount writing.

## **B. The Problem of the Study**

In relation to the background of the study, the problem of the study is formulated as in the following: **“Is the students' achievement in writing recount significantly improved if the students are taught by using pentad strategy?”**

## **C. The Objective of the Study**

The objective of the study is to investigate the significant improvement of students' achievement in writing recount by using Pentad Strategy.

#### **D. The Scope of the Study**

There are many genres of writing, namely spoof, report, exposition, news item, anecdote, narrative, procedure, description, explanation, discussion, and review, but this study is limited to write recount. This study is limited on the applying of a Pentad Strategy which is used in the prewriting/planning by using the five questions of the writing process on students' recount writing.

#### **E. The Significances of the Study**

The finding of the study is expected to have both of theoretical and practical importance in writing as a process and product especially the framework of writing.

1. Theoretically, the finding of the study is expected to enhance the theories of writing.
2. Practically, the findings of the study are expected to give a feedback to the:
  - a. The English teacher; to apply the pentad strategy in writing as one of alternative strategies when teaching recount writing.
  - b. The students; more enjoyable in studying and writing recount by using pentad strategy.
  - c. The readers; knowing one of good strategies in writing, and thinking that pentad strategy is an interested strategy.