

CHAPTER I

INTRODUCTION

A. The Background of Study

Language as a means of communication plays an important role in the success of learning. Language is used to communicate to other people by expressing feeling, mind, emotion, and idea. In this era of globalization, the existence of English in our society is very important. English has become an International language of world communication.

Since English being an international language, in Indonesia, English is taught widely both at formal school starting from elementary school up to universities and at informal school such as courses. There are four basic skills that should be mastered, namely: listening, speaking, reading and writing. From these four skills, the very important and most required in academic field is writing.

Writing for many years has occupied a large portion of time in teaching and learning process. Writing is one of the four skills that are important to have in our daily life that is why it is very important to study it. Writing is a proactive process under the control of the writer and can result in emotional release. It represents an opportunity for self-discovery and personal growth by questioning and reflecting on experiences, which can help the individual understand their personal story in the context of their larger social situation and, therefore, find the

meaning and purpose in the experience (spiritual growth). Harmer (2004:31) says that when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionary, grammar books, or other reference material to help them.

Many genre in writing, one of them are report text. Report text which presents information about something, it is a result of systematic observation and analysis. Within writing report text, students have to write something decent to report by researching and analysis something.

In reality, the expected results from learning writing have not been achieved yet. Especially in writing report text. Based on the writer's teaching experience while did her Teaching Practice Programme (Program Pengalaman Lapangan Terpadu : PPLT) at SMA Katolik Kabanjahe, the students could not write report text well. The students were given the text, and then make some report based on that text. The first problem is that the student's writing is not compherensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary, grammar and spelling. And the third, student cannot read the text clearly. They wasted so much time to translate the words into bahasa and then summarize it to report text. That is not only waste time but also decrease students' interest to continue writing report.

Process writing is not an easy option for students. Quite apart from it taking up time, it takes up space (especially in a paper-driven world) and can be problematic for the disorganized student. According to Harmer (2003:70), Reading is an

incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. The students did not do these things, that is why they only just scratch the surface of the text, did not understand what the text is about, and then they have problems on making it into report text.

Ken Hyland (2002:23) on his book says that writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. The students need some times to thinking what they want to write. The teacher should know the characteristic of teaching models, so when teachers want to apply that they will know which one is better for particular goal of teaching.

From some problems mentioned above, the writer chooses to conduct this study by using Extensive Reading. Extensive reading is free reading for pleasure, for interest in the subject matter, or for acquisition of information. Extensive reading is a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. Extensive reading can help the students get much information from the text and then write the information into report text because extensive reading make the students overanalyze or look up words they don't know, and read for understanding. It can be a key to unlocking the all-important taste for foreign language reading among students.

B. The Problem Of The Study

In the relation to the background of the study, the research problem is formulated as follows *“Is the students’ writing achievement in report text improves significantly if they are taught by using Extensive Reading Technique”?*

C. The Scope Of The Study

The study is limited on improving students’ skill in writing report text about celebration by using Extensive Reading”.

D. The Objective Of The Study

The objective of the study is to find out whether the students’ achievement in writing report text improves if it is taught by using Extensive Reading.

E. The Significance Of The Study

This research, which is focused on the using of Extensive Reading Technique on students’ achievement in writing report text, is expected to give some benefits theoretically and practically. Theoretically, this study is expected to enhance the literature and provide more information on the alternative way of teaching writing report text by using Extensive Reading Technique.

In addition, the study is practically expected to give contribution to the effectiveness of writing achievement, both for the students and the English teacher, especially in teaching descriptive text writing. Specifically, the study can be applied by students independently in helping them to write a report text. The

teachers can also use Extensive Reading Technique as one of alternative ways in solving students' writing problems and as the encouragement to the teacher to develop any other media in teaching writing. This research can also be used as reference for another same research on students' writing achievement.

