

CHAPTER I INTRODUCTION

A. Background of the Study

Language is considered to be a system of communicating with other people using sounds, symbols, and words in expressing a meaning, idea, or thought. Language has an important thing in human activity. Everybody needs language to interact with other people. Without language, people cannot convey feeling, thought, intention, or information to other both in written and spoken form. Nowadays, English has become international language which is used by many people in the world both in written and spoken form. English helps people to communicate with other people from different culture background. In Indonesia, English has been taught since the kindergarten level up to the university, but in fact, there are many people who cannot comprehend English well. Therefore, to know English well, people must master four basic skills in mastering English, namely listening, speaking, reading and writing.

This study would be focused in writing skills. Writing is one of the language skills that should be acquired in learning a language. Writing also means a process of communication that conveys ideas and opinion in a written form which suggests that the writer and readers should have similar understanding of what is written. The writing process is intended to provide a step by step model for writing so that the finished piece is the best it can be (Carol Ann Tomlinson, 2005 : 181).

The writer choose the topic because based on the writer's interview and observation on Teaching Practice Program (PPL), most of the students got bored and lost their interest in writing, especially writing recount. They told that writing recount was very difficult for them to be mastered. Students also have limited vocabulary. So that they find it difficult to write well.

And also why the students told that writing recount was very difficult, because the students can not know about generic structure and language feature in writing recount. So that, the students do not understand to arranged the simple text.

After the writer observed the students in several meetings, the writer found some factors that showed why this condition happened. The students did not have a good motivation to write because the topic was not interesting. When they have limited vocabulary, it is impossible for them to write recount. Other factors like, uninteresting method and teaching process. The students felt that the teaching and learning process was monotonous and uninteresting. Now, in this study, researcher will be focused in score of the students. Because the researcher want to improve the score to the students.

The writer has done an interview and observation at SMP Negeri 2 Tanjung Pura. Based on the writer's interview and observation in the school, the students' achievement in writing recount was still low. It can be seen the students' score semester I and semester II.

Table I.I Students' Score Semester I and Semester II

NO	Initial Name	Semester I	Semester II
1	AM	57	62
2	AS	41	50
3	AH	40	52
4	DS	55	64
5	DAU	56	60
6	DWK	75	75
7	ER	50	55
8	EH	58	62
9	EI	58	60
10	HAW	68	73
11	ITW	79	80

12	IFD	55	60
13	IS	65	68
14	LS	65	67
15	MA	62	70
16	MR	70	72
17	MS	68	70
18	MN	56	60
19	MS	60	68
20	M	65	65
21	NA	68	69
22	NS	70	74
23	N	79	80
24	OAR	60	68
25	PHL	80	85
26	PH	66	70
27	PR	56	62
28	PL	60	75
29	RP	57	59
30	SS	65	69
31	SZ	58	70
32	SIN	75	80
33	SAR	80	82
34	TA	55	60
35	WST	58	64
36	YL	60	60
	TOTAL	2250	2420
	MEAN	62.50	67.22

The method that the teacher used in teaching writing was too complex and monotonous. The teacher just explains without asking the students what they do not know. Students need an easy way to make them able to understand the explanation quickly. If the method of the teacher monotonous and uninteresting, the students will be lazy to study the subject.

If the conditions happen, it means that the teaching and learning process uninteresting and be less effective. To change it, teacher needs a suitable method, a technique, or a strategy. The purpose of using them is to solve the problem and to increase the students' achievement in writing skill.

Focus group discussion method the teacher can help students to improve students' achievement in writing particularly writing recount in order that the students can write recount well.

For this purpose, learning writing recount by using focus group discussion method may be one of the alternatives in teaching process. In focus group discussion the students can share with their group, and one of the students can ask with member of their group, what the title about, and how to write this paragraph act.

Focus group discussion is very important to be applied to increase students' achievement in writing recount because writing recount is a writing which retells events or experiences in the past. Thus, students' can retell their friends or the other groups about their bad or good experiences in the past easily. By using focus group discussion in writing recount, the students are hoped to be able to write recount easily. Focus group discussion method is hoped to be able to reduce boredom of the students and increase their motivation in writing recount because it can make class more enjoyable and relaxed.

The previous researches was doing by Rizky (2010) shown that the effect of Focus group Discussion on Students' writing narrative. Base on the research analysis, it can be concluded that there is significant effect of using Focus Group Discussion on students' writing narrative. In other words it can be stated that students' achievement that are taught through Focus Group Discussion is better than students' achievement that are taught by using without Focus Group Discussion in SMK Hidayah Semarang.

Based on the previous researcher above, the writer interest to apply Focus Group Discussion in writing. But in this study the writer will apply Focus Group Discussion in writing Recount of VIII year of SMP Negeri 2 Tanjung Pura. The writer will conduct this method for the interest

study to get more experience and learning with group working to analyse the generic structure and language feature of Focus Group Discussion.

From the explanation above, the writer wants to conduct the research to see how the Focus Group discussion can improve students' achievement in writing, especially writing recount of VIII year of SMP Negeri 2 Tanjung Pura.

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 students' achievement in writing recount text improved through focus group discussion method?"

C. The Objective of the Study

The objective of the study is to investigate the significant improvement of students' achievement in writing of recount text through the application of focus group discussion method.

D. The Scope of the Study

Writing seems to be a difficult task for students. It is difficult because there are some aspects to be considered, for example, vocabulary, tenses, etc. In this case, focus will be given to writing recount.

Recount is used to tell past experience. In recount text there is a generic structure, including orientation, events and re-orientation.

E. The Significance of the Study

The finding of the study is expected to be useful and relevant both theoretically and practically.

Theoretically for:

1. For English teacher: The findings of the study are useful to enrich horizons on theories of language learning.
2. For students: The findings of the study will enhance previous theories on the second language learning.
3. For researcher: The findings of the study can be used as the reference for those who want to conduct a research in English teaching learning process.

Practically for:

1. For English teachers are to give information in their attempt to decide the using focus group discussion method and in improving students' achievement in writing recount.
2. For students are to improve their writing ability, so that can enjoy themselves in learning English in the class and to motivate the students to be better in writing recount text.
3. For researchers are to develop information and knowledge from this study, especially writing recount.
4. For other are to increase the readers' knowledge about focus group discussion (FGD) and recount text.