

CHAPTER I

INTRODUCTION

A. Background of The Study

English is the first foreign language in our country which is taught from Elementary level to University level. English is also intensively used for international communication. There are four basic skills to be mastered in English Language such as: Speaking, Listening, Reading and Writing. As generally known that writing is the most complex and difficult among the language skills. Writing does not only need what to write the content of the writing but also the method or technique or procedure how to write what you want to write down. In other words, writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word. According to Hyland (2002:7) states that in many school writing is principally conducted to demonstrate knowledge contextually of facts with little awareness of a reader beyond the teacher examiner.

Writing is one of the ways to communicate and use language. It is also the expression of idea which expressed in written form. In writing, the writer has to construct the background and concept of knowledge in the mind. There are ideas in the mind and it will be needed in the writing. Writing is one of four skills that learned by the students. And it is not an easy task to complete specially for Indonesian students because they learn English as a foreign language.

Based on an observation at SMA Negeri 4 Binjai and analyzing the Education Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) of Senior High School, students

at grade XI (Eleventh) the students are expected to be able to write various types of genre, such as narrative text, recount text, report text, spoof and etc. And in this research, the writers focus on report text. The writers' faced some difficulties from the students to write a report text in English. Most of students do not like to do this activity and they tried to avoid it. And many students is not interesting in learning writing because they do not give much attention and enthusiasm on writing tasks. There are some ideas on their mind, but they do not know how to express it in writing. They had a poor planning and organizational skills for writing. It conclude that students' ability in writing English needs to be improved.

By the purpose to solve the problem of student itself, Cognitive Strategy Instruction (CSI) is one of some strategy that suitable to conduct, because in CSI students are expected the students' to make a text systematically text by used the think sheet that given in doing CSI. Pressley & Karen (2001) reveal CSI can prompt the students to carry out specific activities during writing processes, including planning, organizing information, writing, editing, and revising. In the planning sheet, the students do the brainstorming their prior knowledge about the text that they want to write. Then in organizing sheet, the students are asked by the teacher to categorized which group to be a topic sentence, general classification, and description in report text. In writing sheet, the students used this session as the first draft which was developed the idea to extended written format (writing think sheet). In editing sheet, consists of two activities namely: students do self-evaluation and peer editing. In revising sheet a key to successful writing, especially when writing was considered a process. During the revising stage, the students implement their improvement as they rewrite their own report paragraph to the final draft think sheet. By the some steps that to do in CSI the writers' expect it can help the students to organize and guide the students when doing writing activity. Cognitive Strategy Instruction (CSI) which views writing as a whole process enables teachers and students to write various types of writing

As Jones (1996)) defines Cognitive Strategy Instruction as any effort on the part of the teacher to help students to process information in meaningful ways and become independent learners.

The writers' expects that by applying CSI the students are able to write a systematic writing especially in writing report text.

B. The Problem of the Study

The problem of the study is formulated as follows: *“Is there any significant effect of using Cognitive Strategy Instruction (CSI) on students' achievement in writing report text?”*

C. The Objective of the Study

The objective of the study is to find out whether Cognitive Strategy Instruction (CSI) significantly affects students' report writing achievement.

D. The Scope of the Study

The scope of this research is limited on the application of Cognitive Strategy Instruction (CSI) which has five components namely, planning, organizing, writing, editing, and revising. The strategy will be applied in writing report text.

E. The Significance of the Study

The findings of this study are expected to be useful:

- a. For the teacher, as one of alternative technique to improve the quality of teaching writing, particularly teaching writing report text.
- b. For the students, to help them to write systematically by using the think sheet in CSI and it can improve their writing skill.
- c. For those who are interested in this study, as a information of how to improve students' writing achievement.