

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Writing is as an important skill in the EFL setting. It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. According to Bello (1997), writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. Barli (1995:7) states that writing is to produce or reproduce written a message. In this case, we get conclusion that writing is one of language skill use hand to transform what do we think in our brain in other words, writing is how do someone move what there are in their mind by written. Harris (1986: 68) statd that the writing process is a sophisticated skill combining five general components: contents, organization, grammar, vocabulary and mechanics.

The teaching of writing in our educational setting is slightly neglected for many years, since more communicative teaching methods emphasize speaking rather than writing. Besides, the writing culture in Indonesia is in fact still poor. Nowadays, the demand for writing in academic areas is increasing due to the impact of globalization. EFL students become more motivated to be able to write well in order to continue their education, participate in the academic world, and apply job.

Writing is not a skill that can be acquired by people naturally. Lenneberg (in Brown 2001: 334) states that human beings universally learn to walk and to talk, but that swimming or writing are culturally specific, learned behaviours. We learn to write if we are members of a literate society, and usually only if someone teach us. Besides, writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer should be able to organize some specialized skills at the same time, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Therefore, there is no doubt that EFL students find writing as a difficult skill to master because the process demands them to use many cognitive and linguistic strategies.

Not everyone can be an excellent writer, even in their own native language. Blanchard and Root (2003: 1) say that writing in a new language can be more difficult. Regarding the teaching writing in EFL setting, there are many differences between the first language writing and the target language writing, such as differences in using appropriate grammatical and rhetorical conventions and lexical variety. With so many issues around, the learning writing in English can be an intimidating task for EFL students. Consequently, the writing instruction in the classroom should provide students with a series of planned learning experiences to help them understand the nature of writing process.

In the second grade of Junior High School, the basic competency that should be achieved by students in the writing English subject is the ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text. However, the writing ability of grade VIII students still

creates disappointment among students themselves as well as teachers. Students find difficulties in writing certain type of text, especially descriptive text. In writing descriptive text, the writer is required to have a good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Students also complain that they cannot think of anything significant enough to write. They spend much time at the planning stage yet they still confuse how to start their writing. They don't know how to organize their ideas and some of them don't even have any idea. With those problems, students find writing as a daunting task. It makes them less interested in writing. Moreover, the teacher uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning.

Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. Written text is often resulted by a series of thinking activity but it requires skills that not naturally acquired. The good news is that writing involves skills that can be learned, practiced, and mastered. Teachers are demanded to plan appropriate classroom activities that support the learning of specific writing skills effectively at every stage – planning, drafting, revising, and editing. Seow (in Richards and Renandya 2002: 304) mentions that at the planning, teacher can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Since writing is a thinking process, writers need to unlock the hidden ideas they have in minds in order to be able to start writing. According to Blanchard and Root (2003:41),

quickwriting is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. It is very useful to help writers organize their thought, whether they have too many ideas or too few ideas.

Considering the issues above, the researcher is motivated to conduct classroom action research in which she used a brainstorming technique in the writing instructions. The study is an attempt to develop student's ability in writing paragraph through quickwriting of grade VIII students.

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

The problem of the study is; "How is the developing of writing paragraph through quickwriting in terms of teaching and learning process?"

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

Related to the formulation of the problem, the aim of this study is to describe the deveoping of writing paragraph through quickwriting for Junior High School.

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

Based on the identification of the problems above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, this research is focused on using Quickwriting to develop the process of writing paragraph in teaching and learning process.

## E. The Significance of the Study

The findings of the research is useful in some ways.

### 1. Theoretically

- a. The research is expected to be better reference of the relevance study in the field of the skilled of writing.
- b. The research was useful as the references in choosing the technique in teaching writing, especially descriptive text.

### 2. Practically

- a. For the researcher, the research gave som econtribution in developing the knowledge and skill in problem - solving processes.
- b. The findings of the research was useful for th eEnglish teachers who are interested in th efield of writing skills to improve the students' aschievement writing descriptive texts.
- c. The other researchers, gave the general knowledgge how the grammatical knowledge to improve the competence of both students and English teachers.