

CHAPTER I

INTRODUCTION

1.1 Background of the study

English becomes important today, because English is an international language that is used by people around the world to communicate. English as first or second language, so it means that English is the main language which used in many aspect of daily life, such as: business, education, technology and soon. In Indonesia, English implemented as foreign language, so the students learn English as a foreign language because it becomes a subject. On the other hand, English has four skills. They are listening, speaking, reading and writing. Those four skills are above that have learnt by student in the school, course and also high level education.

One of the skill which student feels difficult to apply is writing. Writing is productive skill like speaking; however both of them have differences. When someone wants to speak and tell what they want to the other, they mustn't use right grammar well, as long as they understand what they talking about. But it is not happening in writing skill, when someone wants to write their idea or opinion they have to use grammar well, because the reader will read their writing and they have to make them understand about it, so they have to use right grammar well. According to Heaton (1998:135) the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements. This statement means that writing is one of English skill which difficult to teach because when someone write, they not only think and careful on grammatical but also on the concepts and elements of writing itself. Therefore, the teacher have to make new strategy in teaching writing, absolutely it is for the student confident to write anything that they want and for students to achieve their success in studying English.

According to Harmer (2001: 257) there are number of different approaches to the practice of writing skills both in and outside the classroom, the teacher needs to choose between them, deciding whether the teacher wants students to

focus more on the process of writing than its product. Based on the statement above the teacher must choose to focus on the process or the product in the teaching writing. Harmer (2001) also stated that in the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product, the teacher is only interested in the aim of product. Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting and finally 'publishing' their work, a process approach aims to get to the heart of the various skills that should be employed when writing. Based on the statement above the researcher can see if the teacher focuses on the product the teacher must give attention to the various steps on writing such as editing, redrafting and publishing. Harmer (2001) assumes the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting, etc. are done in a recursive way: we loop backwards and move forwards between these various stages. Thus at the editing stage we may feel the need to go back to a pre-writing phase and think again, we may edit bits of our writing as we draft it. Based on the theory above we can conclude that the writing process is more complex on steps.

On the senior high school there are some subjects which the students have to apply their writing skill on it. On the syllabus, there are some genre of text which teacher have to teach and the students have to learn and apply. As well as we know genre is related with writing skill. According to Harmer (2007:114) A genre is a type of writing which members of a discourse community would instantly recognize for what it was. In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing. Knapp (2015:27) divided genre into five. First, the genre of describing, it is commonly used in personal descriptions, commonsense descriptions, technical descriptions, information reports, scientific reports and definition. Second, the genre of explaining, it is commonly used in explanations of how, explanations of why, elaborations, illustrations, accounts and explanation essay. Third, the genre of instructing, it

is commonly used in procedures, instructions, manuals, recipes and directions. Fourth, the genre of arguing, it is commonly used in essays, expositions, discussions, debates, interpretations and evaluations. One of the genre which on the syllabus is the genres of arguing, it is conduct on analytical exposition text and hortatory exposition texts.

On the senior high school, basically at Barunawati Senior High School Surabaya, analytical exposition and hortatory exposition conduct on eleventh graders. On learning activity in argumentative text the teacher uses inductive method and sometimes also uses deductive method. According to the English teacher in Barunawati Senior High School Surabaya, the students are mostly understand the learning activity by the content, therefore, he is mostly using inductive method to teach the student in almost English material. In the beginning of the learning activity he shows the example of the text, explains the content, tells the generic structure, function and the last he says what the genre about.

In this case the researcher will apply proverb to teaching writing in argumentative text. Mieder (1985: 119) and Mieder (1993: 24) A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation. Based on the statement above proverb is a brief, simple and popular saying, or a phrase that gives advice and effectively embodies a common place truth based on practical experience or common sense. On English language teaching the students work with proverbs and sayings at the lessons not only helps to diversify educational process and to make its brighter and interesting. Moreover it helps to solve a number of very important educational problems: proverbs in the classroom can improve students' learning experiences, their language skills, and their understanding of themselves and the world. Proverb also has a positive effect on the overall English language experience. Majority of the teachers who participated in the research were in agreement to the importance of learning English proverbs for effective communication. Proverb education helps with language education and is considered integral to the

overall English language learning experience. Proverbs also help develop effective communication skills. The reasons that support proverb education include benefits such as; improved oral presentation effectiveness, improved reading skills, improved written communication skills, improved listening and comprehension. English proverbs are considered vital in understanding cultural differences and similarities. Knowledge of English proverbs is helpful in understanding English humor and learning English proverbs is helpful in expressing oneself by using figurative language. Based on two statements above proverb have positive effect and help develop to improve communication skill. Basically, in writing skill proverb can help students to strengthen their argument in argumentative text. Not only to strengthen argument in writing but also can improve listening and reading and some others skills in studying English.

Eventually, based on the phenomenon above, the researcher wants to measure The Effectiveness of Proverb in increasing student writing ability of writing argumentative text at Barunawati Senior High School Surabaya. The researcher thinks that proverb can make the students' argument is stronger than before without proverb. So, the researcher wants apply proverb in argumentative text, basically on analytical exposition material.

1.2 Research Questions

Based on the background of the study, the research would like to state the problems of the study:

- 1.2.1 Is proverb effective in increasing student writing ability of argumentative text?
- 1.2.2 To what extend proverb does effective in increasing student writing ability of argumentative text?
- 1.2.3 How are the students' responses toward the use of proverb in writing argumentative text?

1.3 Objectives of the study

- 1.3.1 To know whether proverb is effective in increasing student writing ability of writing argumentative text.
- 1.3.2 To describe to what extend proverb can effective in increasing student writing ability of argumentative text.
- 1.3.3 To describe the students' responses toward the use of proverb in writing argumentative text.

1.4 Hypothesis

- 1.4.1 H_0 : Proverb is not effective in increasing student writing ability of writing argumentative text.
- 1.4.2 H_1 : Proverb is effective in increasing student writing ability of writing argumentative text.

1.5 Significance of the Study

The method of the research will help both teacher and students. The researcher hopes that the research can give advantages and help the teacher in learning activity of writing argumentative text. On the other hand, the researcher also hopes that the research can motivate students to write their argument confidently and success in studying English.

1.6 Scope and Limitation of the Study

The scope of this research is on teaching writing argumentative text and limited on using proverb.

1.7 Definition of Key Terms

To make this research more understanding, the researcher gives some definition of key words those are writing, argumentative text, proverb.

1.7.1 Writing

Writing is an idea to help students to practice the language that they have been studying (Harmer:2007).

1.7.2 Argumentative text

Argumentative text is a kind of the genre text. Knapp (2005:188) Argumentative text is a process that involves reasoning, evaluation and persuasion. The generic structures of Argumentative text are thesis, argument and conclusion.

1.7.3 Proverb

Proverbs are brief (sentence-length) utterances which derive a sense of wisdom, wit and authority from explicit and intentional intertextual reference to a tradition of previous similar wisdom utterances and it's commonly accepted wisdom to the argument, and it strategies for dealing situation (Mieder:2004).