

CHAPTER I

INTRODUCTION

In this chapter, the writer provides the background of the research, research questions, hypotheses, objectives of the research, scope of the research, significances of the research, definition of key terms, and organization of the research.

A. Background of the Research

Education in Indonesia has applied the revision of curriculum 2013. Curriculum 2013 is a set of guideline for the learning and teaching from the government that replaced KTSP curriculum. Curriculum 2013 is a set of plans, rules, goals, and guides in teaching and learning process in a previous curriculum. The establishment of Curriculum 2013 was based on law No. 20, 2003 about National Education System and Government Regulation No. 32, 2013 about National Education Standard. It is arranged by the units of education based on the Content Standard (*Standar Isi*) and Graduate Competence Standard (*Standar Kompetensi Lulusan*). In the other words, Content Standard and Graduate Competence Standard is a basis framework and curriculum structure in developing the curriculum (*Kemendikbud*, 2013, cited in Apsari, 2016: 88).

Curriculum 2013 has applied in all subjects in the education field and English one of them. English is very important and become a compulsory lesson

in education especially in senior high school. There are four skills in English subject, such as listening, speaking, reading, and writing.

In this case, students in the school have a significant problem related to writing. Writing is one of productive skills which have to be taught in Indonesia based on standard curriculum. The tasks which teacher usually gives for English subject are mostly in written form, for example making dialogues, paragraphs, answering essay test, and so on (Zemach and Islam, 2005). Moreover, as stated by Fauziati (2008: 143) “writing is a process to get the product. The final product is measured against a list of criteria which includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.”

According to Richards (1997: 100) in Supatmi (2013) “learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners.” According to Haryati (2012) in fact, we can find some students in Indonesia still have difficulties to write in English and do some errors because of the difference between the two languages, both in structures, spelling, and lexical meaning.

One of learning approach such as cooperative learning (picture and picture) will become the appropriate approach to solve that problem. According to Suprijono (2009) in Oktaviani (2017: 17) “cooperative learning is social based learning that prioritizes the teamwork in a group.” As stated by Suyatno (2009) cited in Mizayanti, et al (2017) “cooperative learning (picture and picture) is learning systems that emphasize the students to learn in the active situation or

students learn to be active.” According to Fatimah and Soewarno (2016) “the use of learning media can help the effectiveness of learning process that can increase the students’ understanding because it serves the learning material interestingly.”

In addition to that, the writer is interested in finding out whether learning recount text using cooperative learning through picture and picture gives effect to the students’ achievement or not.

B. Research Questions and Hypotheses

1. Research Questions

- a. Is there any significant difference between using cooperative learning and scientific approach in teaching writing recount text?
- b. How is the implementation of teaching writing recount text by using cooperative learning and scientific approach?
- c. What are the students’ difficulties faced in writing recount text?

2. Hypotheses

- a. H_0 (H-Null)

There is no significant difference between students who are taught by using cooperative learning and those who are taught by using scientific approach in writing recount text.

- b. H_A (H-Alternative)

There is significant difference between students who are taught by using cooperative learning and those who are taught by using scientific approach in writing recount text.

C. Objectives of the Research

1. To find out whether there is significant difference between students who are taught by using cooperative learning and those who are taught by using scientific approach in writing recount text.
2. To find out the implementation of using cooperative learning and scientific approach.
3. To analyze the students' difficulties in writing recount text.

D. Scope of the Research

This research is concentrated on cooperative learning and scientific approach in teaching writing recount text. However, in one class the technique used in cooperative learning is picture and picture and the other class used scientific approach for the tenth grade students of MAN CIMAHI.

E. Significances of the Research

This research contributes to several significances. It is expected to give positive contribution to all who are involved education.

1. Pedagogically

The writer hopes that this study can improve the teacher's ability to helps students writing in the class, especially in writing recount text.

2. Theoretically

The research findings can be used as the contribution and reference toward the research about cooperative learning and scientific approach in

teaching writing recount text. To be the source of information for other researchers when they want to do any research based on recount text to be applied for other skills.

3. Practically

This research will be useful to teachers, students, and also the readers who are interested in teaching writing recount text. The finding will be beneficially useful especially for English teachers to help their students in students writing skill through recount text.

F. Definition of Key Terms

To avoid misunderstanding and ambiguity concerning the use of terminology in the title of this research, the writer feels necessary to explain each terminology used. The terminology used in this research as follows:

1. Writing

Writing is a skill that emphasizes toward students' expressions or ideas in their mind and tries to express it through written language. Writing is a way to produce language you do naturally when you speak. It is an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

2. Scientific Approach

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis. This approach

emphasizes students to be active and try to identifying and solving the problem by themselves.

3. Cooperative learning

Cooperative learning is one of the approaches or learning methods in language teaching that the teacher usually applied in the classroom. It emphasizes students to work in a small group with other students to solve the problems are given by the teacher. Cooperative learning is one of the important human activities, because of their ability to cooperate for the good activities of the group.

4. Picture and picture

Picture and picture is a technique to help the process of learning to be fun and emphasize students to understand the problem based on the picture. Picture and picture is a learning method that is given by the teacher to students and they have to put them become a sequence of picture logically.

5. Recount text

Recount text is a kind of text that retell someone experience in the past. It helps students to write their experience in the past. Recount text is a piece of text that retells past events, usually in order in which they happened.

G. Organization of the Research

This research paper is organized into five chapters as follows:

Chapter I: Introduction

This chapter introduces the background of the research, research questions, objectives of the research, scope of the research, significances of the research, definition of key terms, and organization of the research.

Chapter II: Literature Review

This chapter presents the literature review and previous studies. It reviews theories related to writing, recount text, the use of cooperative learning, scientific approach, and picture and picture in teaching writing.

Chapter III: Research Methodology

This chapter presents the methodology of the research. It is devoted to outlining the methodology of the research. It presents the respondents of the research, the instruments, the steps of data analysis, and the research procedures.

Chapter IV: Results and Discussions

This chapter provides the result of the research and discussion of the research finding. It contains the detailed calculation of pre-test and post-test scores from the experimental group and control group.

Chapter V: Conclusions and Suggestions

This chapter concludes the result of the research. It is conclusions of the present research and suggestions for further research are presented.