

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the research conducted. The introduction usually includes several important components that provide an overview of the research, some elements that are generally discussed in this chapter; background, research limitations, research questions, research objectives, research significance, and definitions of key operational terms.

#### **A. Background of the study**

Writing is one of the language skills that allows us to express our thoughts, feelings, and arguments in the form of words. It is the process of expressing thoughts, feelings, and arguments in the form of words. It is the process of expressing them in sentences. Writing is a complex constructive process, which involves planning, generating ideas, revising and editing by Richards and Renandya (2011). In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. As Munjiah (2014) cited in Nunan (2007) stated that writing is the mental work of inventing ideas, thinking about to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing provides a unique opportunity to explore ideas and acquire information, enabling individuals to express their thoughts more effectively to others. Through the process of writing individuals transform their thoughts and ideas, consider how to express them, and organize them into statements and

paragraphs, making them visible and concrete on paper. It is a complex process that encompasses thinking and learning, essential for mastering English as one of the four languages. According to Kholisiyah et al (2018), writing is a creative process of thinking. As a result, the students, as educated individuals, were expected to be able to produce text through their own creative thought and to actively participate in expressing their ideas in writing.

Writing must have a reason to do, even if people write simple letters, it is impossible for them to write without a purpose. James and Andrew (2010) state in their book strategies for successful writing that there are some reasons for writing. The first is to provide context for the writing that individuals do. Information is usually presented in written form. Persuading someone to do or believe something by giving reasons is the second purpose of writing. Then, individuals write about anything, even themselves, as a means to express themselves. Writing also allows you to express your personality. Lastly, writing has the ability to entertain. People laugh when they read something funny, and writing with this purpose can entertain someone.

Teaching writing involves guiding students to express themselves effectively in written form, which includes emphasizing skill elements like using appropriate vocabulary, constructing grammatically correct sentences and ensuring accurate spelling. This approach differs from teaching other skills. Teaching English writing skill provides numerous benefits for students to be able to communicate in this circumstance. It increases their confidence in the language and forces them to use a regular or bilingual dictionary, which

expands their vocabulary. Other skills are honed and enhanced as they consider how words are formed and spelled. According to Yerizon et al (2019), the English teachers has an important role to improving student's ability and exploring their ideas in the process of writing. Writing instruction also allows students to develop critical thinking skills by putting their ideas and arguments down on paper.

Learning shouldn't be uninteresting in the modern world like it was a few decades ago. According Al- Hafizh (2014), there are some points that should be prepared by the teacher before teaching and learning process, such as material, method and lesson plan. The use and selection of appropriate methods is important in the educational adjustment process because the use of methods can increase student interest in the teaching and learning process. Teachers must also be more creative because by using the right method to explain the lesson, students can more easily understand the material provided by the teacher.

Method may mean different things to different people. Method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. It is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. Meanwhile, Silva (2013) defines method is generalized set of specification in the classroom for achieving linguistic purposes. Methods main concern is to teachers and learners' roles and behavior. Besides, the concern of method is to linguistic

and subject matter objectives, sequencing, and materials. In addition, method is the way that teachers use in establishing relationships with students at the time of teaching.

In addition, to help students in mastering English, many teachers have used different methods for the same purpose, to understand, to learn and to remember vocabulary more easily. In Indonesia, the usual technique to handle this problem is by supplying a list of words added with the definition of them, or allows the students to consult a bilingual dictionary or teacher mentions the definition of every single word of the passage. There are many methods that can be used in teaching writing, one of methods that can be used in teaching writing is using pair work method.

Pair work is a learning activity which involves learners to work together in pairs. According Richards & Schmidt (2018) pair work as putting students in small groups of twos or threes to do an activity together. These two definitions introduce the term from a mechanical point of view. In writing, the outcome of a pair work task can vary greatly depending on the dynamics between the two people working together. In live collaboration, students have the opportunity to share ideas, give feedback and correct each other. Direct interaction between students discussing ideas and correcting mistakes together can create a more structured outcome. Pair work can also increase the creativity and complexity of writing by combining different ideas and perspectives Vyas et al (2013). However, the success of pair work in writing depends on the ability of two people to communicate and collaborate. Therefore, the outcome of

group work can reflect how effectively they can work together to express ideas and create a clear narrative. By better understanding the dynamics and outcomes of pair work, teachers can design more effective learning strategies to improve students' writing skills.

Pair work can also be challenging, especially when there are differences of opinion or when it is difficult to reach agreement. However, the ability to overcome differences and work together even when faced with obstacles are valuable lessons that can be learned from the pair work experience. Pair work can also be a platform for social learning and interpersonal skills. We can learn to listen, understand others' perspectives, and work effectively in teams. The outcomes of pair work include not only the final product, the writing, but also a valuable learning process in developing collaboration skills that are essential for everyday life.

In this study, the researcher found inspiration from previous research studies that discussed similar topics, there were several researchers conducted in English writing by Styati et al (2021). The aim of the study is to find out the effect of using pair work in on students' writing skill for Junior High School. The similarity between previous research and the researcher use of the same method, namely pair work. Meanwhile, the results are also not perfect because the interaction between partners makes the class very crowded, so the students cannot use the time maximally. In this study, researcher want to know the effectiveness of using pair work to investigate the students' writing skills not only in the process but also in scores or results. The similarity between previous

research and researchers lies in the object of research, namely writing. The previous researchers are suggested to develop a study of pair work, especially those applied to other grade junior high school students.

The researcher can conclude that method has an important function, it can be used by teachers in the teaching and learning process. It also gives students the facility to express their ideas. From the description above, I am interested in conducting research entitled "The Effect of Pair Work on Students' Ability in Writing Recount Text For Eighth Grade Students of Mtsn Kota Madiun"

#### **B. Delimitation of Study**

To avoid wasting words, the researcher minimizes the research topic to be right on target and easy to understand. The focus of this research is on students' writing ability. The researcher decided to investigate Pair Work. This research will focus on English lessons for eighth grade students at Mtsn Kota Madiun.

#### **C. Research Question**

The formulation of the research question in this study is "Do students who are treated by using pair work have better writing recount text than the students who are treated by using conventional teaching"?

#### **D. Purpose of The Study**

Based on the research question above, this study aims to answer the following problem, the researcher wants to know the effectiveness of using Pair work in teaching writing recount text for eighth grade students at Mtsn Kota Madiun.

## **E. Significance of The Study**

The researcher believes that by doing this study, she will be able to provide information for:

### 1. Teacher

This research can inspire other English teacher to manage their classroom innovatively by using Pair work as learning method.

### 2. Future Researcher

Further researcher will use it as a guide for planning future research, as well as providing the possibility for researcher to modify findings to generate new and better ideas for teaching English.

### 3. Student

The research will be useful for students' experience, especially in teaching and learning process.

### 4. School

This study aims to help improve the quality of learning by utilizing Pair Work, as well as being a viable option for teaching writing in high school.

## **F. Definition of Operational Key Terms**

### 1. Writing

Refers to the process of expressing thoughts, ideas, or information through the use of written language. In this study, writing specifically pertains to the production of recount text, which involve narrating past events or experiences in a structured and coherent manner.

### 2. Pair Work

Refers to an instructional method where students work together in pairs to accomplish a learning task or activity, fostering collaboration and peer interaction.

### 3. Recount Text

Refers to a specific genre or type of written text that recounts or retells past events or experiences. It typically includes elements such as an introduction, a chronological sequence of events, descriptive details, and a conclusion. In this context, it pertains to the specific writing task or genre that students are expected to improve upon through pair work.