

CHAPTER I

INTRODUCTION

This part provides a brief description of the whole contents of the study including background, purpose, research questions, and significances of the study.

1.1 Background

Writing comes from the word 'write', to 'write' can be defined as to communicate a specific ideas wich is permanent and visible (Sampson, 1985, p.26). In addition, Caswell and Mahler (2004, p.3) explained that "writing is a tool for communication and a skill for all aspects". József (2001, p.5) stated that one of the complex human activities is writing. József also stated that writing is a combination of development of idea, knowledge, and experience of human. Hadfield on Anggraini and Aswandi (2015, p.2) explained three reasons why writing is difficult. Firstly, the writer has to choose what the reader needs and ways to express it into a writing. Secondly, there is linguistic difficulty, writing is more complex than speaking. Thirdly, there is cognitive difficulty, the students have to try write down their idea into the paper and organize it, the students also write to unknown reader, and also write for no reason but only as a task (Anggraini & Aswandi, 2015, p.2).

In language teaching context, as Gupita (2013, p.89) stated, writing is one of important skill which is the students must mastering. Gupita also says in learning writing skill, the students also have to master diverse texts (Gupita, 2013, p.89). One of the text that students must be mastered is procedure text.

According to Kim and Kim (p.2), for the students, learning English composition as a second or foreign language will find some difficulty on many structural issues, including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics. Kim and Kim also say that it is difficult for the students to develop functional skills, such as proper natural language use in different social context and using language in creative way (Kim & Kim, p.2).

In addition, Al-Khsawneh (2010) in Adas and Bakir (2013, p. 255) showed the main causes of students' weakness in English are teaching method and environment. These causes have been proved by the students. The students also said their weak qualification in English is related to the lack of student motivation and teacher's interest. The methods of teaching such as the medium of instructions, teachers' low proficiency in English, and lack of writing practice in educational institutions are also the causes of students' weakness in English. (Adas & Bakir, 2013, p. 255).

Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement of NYC Department of Education (2009, p.7), said that middle school students often said that school is boring and that they cannot connect to or understand the material that is presented to them each day in class. In this study, the researcher is trying to explore an interesting approach in teaching writing procedure text for middle school students.

Several research studies regarding teaching writing procedure text have been conducted; using Cooperative Learning Method by Akhyar (2013) that was conducted in twelfth grade of Vocational High School students, using the real things by Nurmalina (2009), and using collocation instruction by Wahyuni (2015) that was conducted in seventh grade of Junior High School students. However, although some kinds of studies about procedure text have been researched, the researcher tries to do this research in a different way. In this study, the researcher tries to explore teaching writing procedure text with Total Physical Response method. Several studies about Total Physical Response were conducted the participants from children age. In this study the researcher choose to use Total Physical Response in junior high school for ninth grade students instead of using it for children.

1.2 Research Questions

This study is guided by the following questions:

1. How is Total Physical Response (TPR) conducted in the classroom to help students write procedure text?

2. What are the students' responses toward the implementation of TPR in writing procedure text?

1.3 Purpose of The Study

The study aims to explore how Total Physical Response (TPR) is conducted in the classroom to help students write procedure text.

1.4 Research Procedure

This study aims to describe how the implementation of Total Physical Response method can help students in writing and also to find out the students' responses to the implementation of the method. This study implemented in one of Junior High School in Bandung. This study was given to one class in the ninth grade on second semester 2016/2017.

This study used three data collections, they were classroom observation, interview, and questionnaire. The researcher used observation because the accurate data on the activities of the students can be seen from observation. The data of observation shown on the observation sheets. The researcher also used interview to get the data of how the implementation of total physical response in teaching writing of procedural text and also the responses of the students toward the implementation of the method. The questionnaire is used to get the data of students' responses to the implementation of Total Physical Response. The data is analyzed by using the formula of percentage of students' answers. There were the answer 'yes' and 'no, the respondents' choices counted in a percentage form.

1.5 Significances of The Study

This study is significant for at least two perspectives:

1. Theoretical Perspective

This study can enrich the literature and reference related to the implementation of total physical response method in teaching writing procedure text.

2. Practical Perspective

The result of this study can be a reference for teacher in applying total physical response method in teaching writing procedure text.

1.6 Clarification of Terms

Writing: Writing is a system that represents the utterance of spoken language to be a permanent and visible mark (Sampson, 1985, p.26).

Total Physical Response: Total Physical Response (TPR) is a language development methodology based on the coordination of speech and action developed by James Asher (Fisher & Frey, 2001, p. 84).

Procedure Text: A procedure text is a text that gives us instructions for doing something Anderson and Anderson (1997, p.50).

Responses: “A response is a reaction to a question, experience, or some other type of stimulus” (Vocabulary.com). A response in the context of reaction is to reveal the person’s feelings or attitude (Vocabulary.com).

This part has described about background, purpose, research questions, and significances of the study. The next part will discuss the literature review of the study.

1.7 Concluding Remarks

This chapter has presented the introduction of the study that involves background of the study, research questions, purpose of the study, research procedure, significances of the study and clarification of terms that are used in this study. The study was attempted to find out how the Total Physical Response was conducted in classroom to help the students write procedure text.

