

CHAPTER I

INTRODUCTION

In this chapter, the researcher present about research context, research focuses, research objective, significance of study, definition of key terms and previous study. The explanation of all are as follow:

A. Research Context

People was born as a social being. They definitely need each other in this life. Automatically, they need a tool to communicate with each other, which we call language. One of the languages used in the world is English. English is one of the most important languages because it is an international language that is used all over the world. People understand that English is the key to unlock scientific and technical knowledge. This is consistent with Crystal's view that English is the vehicle for acquiring much of the world's knowledge, especially science and technology. Therefore, mastering English is very important for us to survive in this era. Because by being able to speak English we can easily survive in various places, because English is one of the international languages used to interact in the world.¹

If someone speaks English, he must present it correctly in terms of structure, spelling, etc. This is especially important for students who study it. They must be able to use English in all aspects such as speaking, reading, listening and writing. But not all students can do this. Until now, some students who have difficulties in producing English even make mistakes, especially in writing.

¹ Umu Fadhilah, et al "Effectiveness of Grammarly Application for Writing English Abstract.", 8, no. 12 (2018).

They think as they write that they don't know what to write first, let alone what to write next, because in the concept of writing they focus on the requested structure and ignorance of the vocabulary can make them hamper in writing. Vocabulary is an important aspect of writing,² whether or not someone writes fluently is related to how many vocabularies they know, because writing is contemplating all the contents of the mind through words, and the words that we will present we must know the vocabulary.

Writing is one way to communicate with other parties. People usually use writing to communicate because they cannot speak directly.³ Writing is a psychological activity of language users to enter information into written text. Giving writing assignments is one way to improve students' writing skills because they will use many items such as grammar, vocabulary, punctuation marks etc. Students are not only required to write the essence of their topic but they also practice how to make good writing. Through writing students can express their creativity.

When the researcher interviewed the teacher of ninth grade of SMPN 2 Pamekasan, The researcher found the problem in writing lessons. According to English teacher, Mr. Seger the students often feels emotionally heavy with 'writing' so he changes to 'scratches in sparetime' in order to make students enjoy learning to write. Based on interviews conducted by researcher with English teacher at SMPN 2 Pamekasan, researcher found obstacles in learning to write. According to English teacher students are very less interested in

² Anistasya, "Students' Difficulty In Writing English." *Journal of English Education Literature and Linguistics*, Vol 5 No 2, November 2022, <https://doi.org/10.31540/jeell.v5i2.1521>.

³ Karyuatry, "Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the boundaries." *JSSH (Jurnal Sains Sosial dan Humaniora)* 2, no.1 (May 1,2018), <https://doi.org/10.30595/jssh.v2i1.2297>"

writing because they are only conceptualized on one topic while learning, according to him writing which is applied in the learning concept is very boring for students because students are pressured to finish writing and must be in accordance with the grammatical requirements, therefore he took the initiative to change the concept of learning to write to scratches in their spare time so that students enjoy learning to write.⁴

The concept of writing "in spare time" made by this teacher is to allow students to write as many paragraphs as they want related to the topic of learning by not giving a time limit for the process. This means that students can submit their writing results according to their wishes and this is sustainable, the writing is in the form of paragraphs composed by students. Each time a student writes "in spare time", the teacher records the results that the student has done, namely the number of paragraphs he has written. With the writing assignments with the concept of in spare time, students begin to enjoy writing because there is no pressure there.

Students are free to compose and there is no time limit. It is from this concept that writing in spare time becomes an assignment that students really like, many students deposit their writing results every hour, every day and they do it regularly without coercion. Scratches in his spare time is a new concept used in learning English, especially for writing that teacher use at this school to cover gaps in writing skills. The researcher conducted research on the use of scratches in spare time in teaching and learning English writing, it was found that the use of scratches made it easier for students to write English texts and

⁴ Seger, Interview as Teacher of English Subject at SMPN 2 Pamekasan, on March 20, 2023.

increase their knowledge of vocabulary. However, another fact was also found that students also experienced difficulties in scratches, because the topic had to be by the theme, with limited time, this made some students not feel they enjoyed writing English texts using the scratches technique. Therefore, based on this phenomenon, the researcher is very interested in knowing the use of scratches in spare time in teaching and learning writing of English for ninth grade at SMPN 2 Pamekasan in 2023-2024.

B. Research Focus

According to Cresswell, research problem are educational questions. Controversy or concerns that determine the need for research⁵. Therefore, based on the above research context, the problem of this study is:

1. How does the teacher use scratches in spare time in teaching writing of English for ninth grade at SMPN 2 Pamekasan in 2023-2024?
2. What is the advantages and disadvantages of using scratches in spare time in teaching and learning writing of English for ninth grade at SMPN 2 Pamekasan in 2023-2024?

C. Research objective

1. To describe how the teacher use of scratches in spare time in teaching writing of English for ninth grade at SMPN 2 Pamekasan.
2. To know the advantages and disadvantages of scratches in spare time in teaching and learning writing of English for ninth grade at SMPN 2

⁵ Jhon Cresswell W, *Educational Research; Planning, Conducting and Evaluating Qualitative and Quantitative Research* (University of Nebraska-Lincoln: Pearson Education, 2012).

Pamekasan.

D. Significance of study

The research purpose that can be taken from this research are:

1. Theoretical Significance

The results of this study are expected to increase knowledge about the importance of efforts to practice they use of scratches in spare time to increase student writing skill for ninth grade at SMPN 2 Pamekasan in 2023-2024.

2. Practical Significance

a. For Teacher

It is hoped that this will motivate and be useful for English teacher to continue to use the scratches in spare time in teaching and learning writing of English.

b. For Student

This research is expected to motivate students to write easily.

c. For Readers

This research can be guidance for the readers to improving their understanding of the use of the scratches in spare time in teaching and learning writing.

d. For Researcher

This research can direct researchers to find out more about the use of scratches in spare time in teaching and learning writing of English.

e. For School

Make significant contribution to the school that the use of scratches

in spare time can help students improve their writing skills so that the use of the scratches in spare time becomes something unique for the school.

f. For Next Researcher

This research can be a guideline or reference for the next researchers who wish to conduct other research that is different analysis aspects, task aspects and skills.

g. For IAIN Madura

This research is expected to be useful as additional literature and as an insight into IAIN Madura library's.

E. Definition of Keyterm

1. Scratches in Spare Time

Scratches in spare time is an assignment to write a simple paragraph in English, in order to build a writing culture.

2. Teaching Writing

Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production.

F. Previous Study

Previous research studies are essential for the researcher because they are going to facilitate in determining systematic steps for the preparation of research in of theories and concepts. A previous study can be used a references to make it easier to do fundamental research. There are five previous studies related to this research conducted by other researchers.

One of previous study conducted by Dwi Sulis Setiyowati with the title "The Effectiveness of Outlining Strategy in teaching and learning Writing Recount Text to the Tenth Grade Students of SMAN 1 Jetis Ponorogo".⁶ She focused on finding out the differences of effectiveness between student who using outlining strategy and student who does not using outlining strategy in writing recount text. The researcher used Quasi experimental and used nonequivalent (pre-test and post-test) control- group design. Based on the statistical analysis, it could be seen that the results of the independent sample test in the post test of the experimental and control groups show a Sig value of $0.000 < 0.05$ it means that H_0 is rejected and H_a is accepted. It can be concluded that the outlining method is effective for teaching students' writing, especially in writing recount text. The difference with this research is Dwi's research used quasi experimental weather qualitative approach is using for this research. For the similarity, both object of research are dealing with teaching writing strategy.

Another study was by Ajwan Muddin with the title "The Effectiveness of Using Freewriting Technique to Teach Writing at Khairun University Ternate".⁷ The objectives of this research was to find out whether there is significant difference in writing skill between third semester students who are taught by using freewriting technique and those are not taught by using Freewriting Technique. This research was anexperimental research which was

⁶ Dwi Sulis Setiyowati, 'The Effectiveness Of Outlining Strategy In teaching and learning Writing RecountText To The Tenth Grade Students Of Sman 1 Jetis Ponorogo' (IAIN Ponorogo, n.d.).

⁷ Ajwan Muddin, 'The Effectiveness of Using Freewriting Technique to Teach Writing at Khairun University Ternate', *Tenate University: Educational Insights Scientific Journal* 4, No. 2 (April 2018).

held at English program at Khairun University Ternate. The analysis result of experimental class showed that the means score of pre-test is 71.90 and the means score of post-test is 79.86. It shows that the experimental class experienced significant improvement in their writing, and the hypothesis testing indicates that the score of the experimental class students are significantly higher than that of the control class. It can be seen that the value of p is 0.000 lower than the value at the significant level 5 % or $0.000 < 0.05$ and t -test value is 0.520. It is higher than 0.05 ($0.520 > 0.05$).

So, the hypothesis testing indicates that the score of the experimental class students are significantly higher than that of the control class. Based on the data analysis, it is found that there is a significant difference between the results of teaching writing using free writing technique and teaching writing without using free writing technique. Based on the result, it can be concluded that using freewriting technique in the teaching writing is more effective than teaching writing without freewriting technique. Ajwan's research has similarity with this research namely on the object deals with scratches or freewriting technique that used in teaching and learning writing. The difference, is on the research approach. Ajwan used quantitative approach with experimental design, while this research is qualitative with descriptive design.

A study by Ni Ketut Ratni Widi Astuti is entitled "The Use of Free Writing Technique Combined with Flashcard to Improve Writing Ability of the Tenth Grade Student of SMAN 1 Tampaksiring in Academic Year 2020-2021"⁸. The objective of this study was intended to figure out whether or not

⁸ Ni Ketut Ratni Widi Astuti, "The Use of Free Writing Technique Combined With Flashcard to Improve Writing Ability of The Tenth Grade Students of SMAN 1 Tampaksiring "

writing ability of the tenth grade students of SMAN 1 Tampaksiring can be improved through free writing technique combined with flashcard. Free writing technique is a pre-writing in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. Flashcard is a media that is used to support the implementation of free writing technique. The undertaking of the research was mainly based on the preliminary study. The subjects were the tenth grade students of SMAN 1 Tampaksiring in academic year 2020/2021. There were 35 subjects which consist of 19 males and 16 females. The design was classroom action research design.

Juliati, conducted a research entitled "The Use Of Free-Writing Strategy In Teaching Writing At The Eighth Grade Students Of Smpn 1 Pajo In Academic Year 2018/2019"⁹. The researcher focused to investigate whether the use of free-writing strategy has effect or not in teaching writing as the first purpose in this study, and the second one is to analyze the significant different between the students are taught using Free-writing strategy and without using Free-writing strategy in teaching writing at the eighth grade of SMPN 1 Pajo in academic year 2018/2019. This research was quasi-experimental design and the population of this research was 50 students. Besides, the sample from an experimental class consists of 25 students and a control class consists of 25 students. To analyze the data, the researcher used the SPSS program. The results of the data analysis show that the average score of the experimental class was 58.60, and the average score of the control class was 48.60.

While the next study had been conducted research by Nining Kurniah et

⁹ Juliati, "The Use Of Free-Writing Strategy In Teaching Writing At The Eighth Grade Students of Smpn 1 Pajo In Academic Year 2018/2019"

al: the title was "The Use of Mini Dairy in Teaching Writing"¹⁰. This research is to find out that mini diary as media can generate the students' ability in teaching writing. This research will be based on quantitative and qualitative study. To find out whether mini diary is effective or not in teaching writing recount text of eighth grade students of SMPN 4 Kuningan, the writers analyzed the data using t-test formula. The means score of pre-test of the experimental group is 66,56 and the post-test is 77.09. While the score of pre-test of the control group is 67 and the post-test is 72,5. The result shows that there is significant difference of mean score of the post test in both of the class. In the end of teaching writing recount text, the students' achievement rises as 10,53 while in control class only rise as 5,5. After calculating the data, writers gets that t-observation (t_o) = 2,56 and with degree of freedom (df) as 74 and significantlevel 5%, t-table (t_t) = 1.67. In this research, mini diary as media can increase the students' enthusiasm to learn writing. It is shown by the students who pay attention while they are writing their experiences in mini diary.

The previous studies above have similarity with this research. The mostly described about the use of scratches in spare time while the differences based on the location and the approach this research used qualitative approach while the previous study above use quantitative approach. All the researchers above showed that by using free writing can improve their writing skill without feeling bored.

¹⁰ Nining Kurniah, Jajat Imanuddin, "The Use of Mini Dairy in Teaching Writing" Islamic University Al-Ihya Journal 3, No, 1