CHAPTER I

INTRODUCTION

A. The Background of The Problem

It is known that writing is one of the language skills to express an idea, opinion, and feeling in the form of a sentence.

Everybody can speak but not everybody can write. That is why, the writer is of the opinion that writing is the most difficult language skill rather than the other three skills such as, listening, speaking, and reading.

By means of writing someone will think what and how to write in order that it is understood by the readers.

Fowler (1983:2) explains that all your essay writing serves a basic purpose: you aim to communicate something about a topic to a particular audience of readers. These three components of the essay - you the writer, the topic, the audience – interact continuously during the writing process. You choose a subject that you care about and believe readers will care about. As you develop and arrange information about the topic, you balance your view, the demands of the subject, and the needs, interests, and expectations of a audience. If you have done your part, readers will be drawn into your world and will experience the subject as you do.

She is of the opinion that there is a similarity between writing and speaking namely, expressing ideas, opinions, feelings, and so forth. But in writing

the language is expressed by means of written language, while in speaking the language is expressed by means of oral language. Actually writing is more complicated than speaking.

It goes without saying that English is quite different from that of Indonesian in all aspects especially, in the way of writing. The writing of a word in Indonesian is written as exactly the same way of pronouncing the word itself, for example, " *buku* " is written " *b-u-k-u* ". But in English the word *"book"* is pronounced " *buk* ", and written *"b-o-o-k"*. This is becoming the problem of the students of *SLTP NU Jatibarang – Indramayu.*

To write not only in the forms of sentences but also especially, every single word.

The writer is of the opinion that in this estuation, dictation will help the students to be familiar with the words of English. Harmer (2002:78) explains that a popular dictation procedure stars when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line. Each group then sends a second student up to read the second line. The procedure continues until one group has written the whole poem.

Fromkin and Rodman (1983:10) In addition to knowing the words of the language you must know some "rules" to form the sentences and to make the judgments that you made about.... we can say then that a language consist of all

the sounds, words, and possible sentences. And when you know a language you know the sounds, the words, and the rules for their combination. Harmer (2002:92) further explains that the Lexical Approach has certainly drawn our attention to facts about the composition of language; what it has not yet done is make the leap from that stage to a set of pedagogic principles or syllabus specifications which could be incorporated into a method.

Finegan, Blair, and Collins (2000:170-171) declare that using our definitions of Lexical field and markedness; we now turn to the identification of types of relationships between words. We will see how the words of a Lexical field can have different types of relationships to each other and to other words in the Lexicon, and we will classify these relationships.

Lexical Fields

Consider the following sets of words:

1. cup, mug, wineglass, tumbler, plastic cup, goblet.

2. Hammer, cloud, tractor, binoculars, leaf, justice.

The words of set (1) all refer to concepts that can be described a 'vassals from which one drinks', while the word of set (2) denote concepts that have nothing in common with each other. We say that the words of set (1) constitute a Lexical field – that is, a set of words with identifiable semantic affinities.

B. The Formulation of The Problem

The Formulation of the problem in this thesis is divided into three parts, namely:

1. The Identification of the Problem is divided into three parts, namely:

   a. The field of research

   The field of research is teaching writing

   b. The research approach

   In this thesis, the writer uses the Descriptive Approach: that is the writer collects, organizes, analyses, and summarizes the data to make a systematic, valid, and reasonable indicators of the events and situations.

   c. The kind of the problem

   The kind of the problem in thesis is about the students' ability in writing the correct sentence although in a very simple form of the sentence.

2. The Limitation of The Problem

   As has been previously mentioned that speaking is complicated so the writer would like to limit the problem only in writing simple and short sentence or forms of phrases to help the students fell easy to do it.

3. The Questions of The Research

   In this case, the writer has formulated some questions of the research as follows:

   a. How far is the students' response to the application of the lexical approach?

b. How far is the students' achievement in writing?

c. Is there any correlation between the application of the lexical approach in teaching writing and the students' achievement in writing?

C. The Aims of Research

From the problem formulation above, the aims of research can be illustrated as follows:

1. To find out the data of the Students' response to the application of the lexical approach in teaching writing.

2. To find out the data of the students' achievement in writing

3. To find out the data if there is a positive correlation between the applications of the lexical approach in teaching writing and the students' achievement in writing.

D. The Framework of Thinking

Writing to express whatever someone has in mind in the forms of ungrammatical sentences will make the readers confused or does not understand at all. That is why competence of language should be possessed by the students who would like to write. In the case, first of all the teacher of English should be competent in teaching English.

Dubin and Olshtain (1987:110) declare that in order evaluate the true role of English in the school system, it is necessary to have a full picture of all subjects taught at school and of all available textbooks and other teaching materials. In

addition, if teachers are not native speakers it is important to evaluate their knowledge of and ability to use English.

In the process of teaching and learning besides the competent teacher there should be some kinds of methods and techniques that must be applied by the teacher to achieve the objective of learning.

> Sumardi (1974:7) *state that dalam pengajaran bahasa salah satu segi yang sering disorot orang adalah segi metode. Sukses tidaknya suatu program pengajaran bahasa sering kali dinilai dari segi metode yang digunakan sebab metodelah yang menentukan isi dan cara mengajarkan bahasa.*

> "The language teaching one thing which is often taken into consideration by people is methods. The success or not the program of teaching is often evaluated from the method being applied because the method itself determine the content, and the way to teach the language".

E. The Steps of Research are divided into:

1. The Data Resources

   a. The theoretical data resources

      In order to obtain the theoretical data resources the writer has read some English or Indonesian books related to the title of this thesis. The writer has also read some English books used by SLTP students at school.

   b. The empirical data resources

      The empirical data resources is the data taken and obtained from the place where the research and the observation are carried out to know

the students' response to the application of the Lexical Approach towards the students' achievement in writing.

2. The Population and Sample

   a. The Population

      Borg and Gall (1971:115) state that sampling means selecting a given number of person from a defined population as representative of that population. By population, also called "universe", we mean all the members of a real or hypothetical set of person, events, of objects. In this thesis, the population of the research is the only one second year students of *SLTP NU Jatibarang-Indramayu* consisting of 48 students.

   b. The Sample

      Arikunto (1983:104) declares that *objek penelitian yang jumlahnya kurang dari 100 orang, sebaiknya dijadikan objek penelitian semuanya. Sehingga penelitian merupakan penelitian populasi. Selanjutnya bila penelitian besar (lebih dari 100) dapat diambil antara 10-15 % dan 20-25 % atau lebih tergantung dari kemampuan peneliti.*

      The object research that the number is less than 100 people, it is better to be the whole object of research as a sample so the research is supposes to be the population research. And than if the object of research is big (more than 100), it be taken between 10-15 % and 20-25 % or more depending on ability of researcher.

There is only one second year Students at *SLTP NU Jatibarang Indramayu*. It means that the population of the second year students is 48 students. So the sample of this thesis is the whole number of the population namely 48 students.

3. The Technique of Collecting The Data

After determining the population and sample, then the writer chooses the techniques of collecting the data as follows:

a. Observation

Observation was done by visiting directly several times to *SLTP NU Jatibarang – Indramayu* to know the real process of teaching and learning in the classroom, the teachers, and the teaching aids.

b. Interview

In order to obtain the objective condition of the school, the writer has interviewed the headmaster of the school, the English teachers, and the students who have been taken as a sample of this research.

c. Questionnaire

Questionnaire was handed out to the students to get the response of the students towards the Application of the Lexical Approach in the proces of teaching and learning writing. The contents of the questionnaire are written in Indonesian so as to make the students can easily understand each item.

c. Test

Test plays a very important role in the proces of teaching and learning. It is the only instrument for the teachers to measure the students' comprehension about a certain teaching material. The writer with the help of the teacher gave the test in writing to find out the data of the students' achievement in writing.

4. The Technique of Analyzing the Data

To know the correlation between the students' response to the Application of the Lexical Approach and the students' achievement in writing, the writer chooses the formulae of the Product Moment Correlation as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

Where

rxy   = Angka indeks korelasi "r" Product Moment (the number of index correlation between "r" Product Moment)

N   = The number of respondent

Σxy = Jumlah perkalian antara skor x dan sekor y (The number of multiplication the result between x score and y score)

Σx = jumlah seluruh sekor x (the number of all x score)

Σy = jumlah seluruh sekor y (the number of all y score)

(Anas Sudjiono, 2003:179)

The measure the correlation between the Application of the Lexical Approach in teaching writing and the Students' achievement in writing, it can be seen at table 1 below:

Table 1.1
Number of Index Correlation

Besarnya "r" Product Moment (rxy) "The scale of "r" Product Moment (rxy)"	Interpretasi "Interpretation"
0.0-0.20	Antara variabel x dan variabel y ; akan tetapi korelasi itu sangat lemah atau sangat rendah, sehingga korelasi itu diabaikan (dianggap tidak ada korelasi antara variabel x dan variabel y). " There is exactly correlation between x dan variable and y variable. But the correlation is very weak or low, so the correlation is neglected (considered as there is no correlation between x variable and y variable)".
0.20 0.40	Antara variale x dan variabel y terdapat korelasi yang rendah atau lemah. "There is weak or low correlation between x variable and y variable".
0.40-0.70	Antara variable x dan variabel y terdapat korelasi yang sedang atau cukup. There is enough or sufficient correlation between x variable and y variable".
0.70-0.90	Antara variabel x dan variabel y terdapat korelasi yang kuat dan tinggi. "There is strong or high correlation between x variable and y variable".
0.90-1.00	Antara variabel x dan variabel y terdapat koralasi yang sangat kuat atau sangat tinggi. "There is very strong or high correlation between x variable and y variable".

(Anas Sudjiono, 2003:180-181)

Table 1.2

Interval	Category
90-100 %	A : Outstanding
80-90 %	B : Very Good
70-79 %	C : Satisfactory
60-69 %	D : Very Weak
Below 60 %	E : Fail

5. The Research Hypothesis

There is positive and significant correlation between the Application of Lexical Approach and the students' achievement in writing at the second year *SLTP NU Jatibarang – Indramayu.*