

**IMPROVING STUDENTS' WRITING SKILL THROUGH NOTE TAKING
FROM READING HORTATORY EXPOSITION TEXTS
AT GRADE XI. IA1 ACADEMIC
YEAR 2010/2011 OF SMAN 1 BASO**

THESIS



By

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ABSTRAK

Sri Ika Zuriani. (2011), Improving Students' Writing Skill of Hortatory Exposition Text through Note Taking from Reading Similar Texts at Grade XI IA academic Year 2010/2011 of SMAN 1 Baso, Agam.

Masalah pada penelitian ini adalah rendahnya kemampuan siswa dalam menulis dikelas XI pada SMAN 1 Baso. Hal ini dibuktikan dari rendahnya hasil menulis siswa pada ujian semester 1 tahun ajaran 2010/2011 . Tujuan penelitian ini adalah untuk mengetahui sejauh mana *Note Taking from Reading Similar Texts* dapat meningkatkan kemampuan siswa dalam menulis teks *Hortatory Exposition* dan faktor-faktor apa yang mempengaruhi perubahan pada proses pembelajaran.

Metode yang digunakan adalah penelitian tindakan kelas yang terdiri dari 12 kali pertemuan dari 3 siklus. Masing-masing siklus dilakukan selama 4 kali pertemuan untuk mengetahui peningkatan kemampuan menulis siswa. Peneliti mengumpulkan 2 jenis data yaitu data kuantitatif dan data kualitatif. Data kuantitatif didapatkan dari hasil tugas siswa selama proses pembelajaran dan hasil tes siswa yang dilaksanakan diakhir siklus. Sementara data kualitatif didapatkan dari lembaran observasi, wawancara dengan siswa dan catatan lapangan yang dilakukan selama proses pembelajaran *Note Taking from Similar Texts* oleh peneliti sendiri dan kolaborator.

Berdasarkan hasil tugas-tugas siswa dan hasil tes siswa yang telah dicapai dari siklus 1 ke siklus 3 ada peningkatan pada kemampuan siswa dalam menulis teks *Hortatory Exposition* dengan menggunakan teknik *Note Taking from Similar Texts*. Peneliti juga menemukan faktor-faktor yang mempengaruhi perubahan dalam proses pembelajaran, seperti pendekatan guru, materi, fasilitas, motivasi, minat siswa, dan media yang digunakan. Berdasarkan peningkatan prestasi siswa dari siklus 1 ke siklus 3 serta faktor-faktor yang mempengaruhi perubahan selama proses pembelajaran dapat disimpulkan bahwa telah terjadi peningkatan kemampuan siswa dalam menulis teks *Hortatory Exposition*.

ABSTRACT

Sri Ika Zuriani (2011), Improving the Students' Writing Skill of Hortatory Exposition Texts through Note Taking from Reading Similar Texts at Grade XI IA1 Academic Year 2010/2011 of SMAN 1 Baso, Agam.

The problem of this research is the students have low skill in writing at the second year students of SMAN 1 Baso. It was proved by the students' low achievements in their writing test in semester 1 of academic year 2010/2011. The purpose of this research is to know how far using Note Taking from Reading Similar Texts can improve the students' writing skill of Hortatory Exposition texts and what factors influence the changes during teaching and learning process.

The researcher did classroom action research by using Note Taking from Similar Texts at the second year students of SMAN 1 Baso. There were twelve meetings in this research with three cycles. Each cycle consisted of four meetings. There two kinds of data, quantitative and qualitative. Quantitative data was gathered by giving 2 tasks during teaching and learning process and a test was given at the end of each cycle. The researcher also found the factors that influence the changes during teaching learning process are variety and interesting media, affective domain, authentic material, facility and students' motivation and talent.

Based on the students' achievement from the cycle 1 to cycle 3 and factors that influence the changes in teaching learning process, it can be concluded that there is improvement of the students' writing skill of Hortatory Exposition Texts.

SURAT PERNYATAAN

Dengan ini saya menyatakan:

1. Karya tulis saya; Thesis, dengan judul: Improving Students' Writing Skill of Hortatory Exposition Texts through Note Taking from Reading Similar Texts at Grade XI IA1 Academic Year 2010/2011 of SMA Negeri 1 Baso, Agam, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya di Indonesia.
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3. Dalam karya ini tidak terdapat hasil karya orang lain kecuali pendapat yang telah ditulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila di kemudian hari terdapat penyimpangan dan ketidak benaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis saya ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 14 Mei 2011

Saya yang menyatakan

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English for senior high school in Indonesia is based on the curriculum of KTSP (Kurikulum Tingkat Satuan Pendidikan) the year of 2006. It is stated that there are at least three aims of teaching English: (1) to develop students' competence in accessing knowledge by using English (in informational literate level), (2) to make them aware of the importance of learning English in the global community competition and (3) to improve the students' understanding about the relevancy between language and culture. Derived from the aims above, language has an important role in developing students' intellectual, social and emotional

English is a mean for them to communicate both in spoken or written language. They can express their ideas and feelings, being participated in the society and know much about their culture and other culture. In learning English, students will master four skills: listening, speaking, reading and writing. Thus, they will be able to comprehend and produce the spoken or written text in informational level.

From the four skills, writing is one of the important skills in learning language. In writing activity, students are demanded to be able to produce an effective and interesting composition, which combine the abilities of the students in expresses their ideas in their mind and the students' knowledge about the grammatical patterns.

It is not easy for the students to be a good writer based on some reasons. Firstly, they must have good capabilities in organizing the ideas to construct the sentences. In this part, they have to determine which one is as the main idea and the supporting details. Then students have to elaborate idea into a good paragraph and each paragraph must be cohesive and coherent. Secondly, they have to use the punctuation and spelling well. It means that the students have known when coma, semicolon, full stop or quotations are used. Thirdly, they need to have wide vocabularies and variation words in building the paragraphs. Thus, it will ease the use of repetition words in those paragraphs. Fourth, they also have background knowledge about the steps in writing process and the writing aspects. For higher-level students, they do not only write a personal essay but also an academic text or genres. For example narrative text, expository text, procedural text, argumentative text, etc. Each genre has different generic structure. Like in narrative text, the generic structure is orientation, complication, resolution and coda. The generic structure of exposition text consists of thesis, argumentation, reiteration, and recommendation. The generic structure of procedural text consists of goals, materials needed and steps. It means that the students have to know what information should be written for each generic structure. Based on the reasons above, writing becomes uninteresting activities for the students.

Based on the researcher's teaching experience, it was found that most of students especially at grade XI.IA1 in SMA Negeri 1 Baso Agam considered that writing was a very difficult activity. The first problem was lack of vocabularies. From 31 students almost 70% or around 21 of the

students were lack of vocabularies. There were many repeated words in every paragraph and there were no variation words in writing the sentences. Unfortunately, most of the students did not have some efforts to enlarge their vocabularies.

The next problem was poor of grammatical patterns. As a writer, students were demanded to be capable in writing. It was not only about choosing the appropriate words but also about how to write the sentences in correct grammatical patterns. There were many grammatical forms in English like simple present tense, simple past tense, passive voice, active and passive sentences, etc. Besides, the students should have background knowledge about all this patterns. In what condition they should use simple past tense, and how to make simple past sentences. From 31 students about 60% of them or 18 students made some mistakes in grammatical patterns.

From all of the problems, the major problem of the students in writing was they had no idea to write. Their minimum and poor knowledge about the topic caused this condition. It would be hard for the students to develop the paragraphs if they did not know what information they could express in that paragraph. In fact, it was not easy for the students to think about the topic in a limited time. Moreover, they did not know much about the topic given. In one side, the ideas should be presented clearly and in a well-organized fashion. It would make the students to be frustrated and judge writing as a very difficult activity. It can be seen from the result of the writing test. About 80% or 24 students could not elaborate the paragraphs. Most of them wrote the composition improperly.

The problems might come from not only the students themselves but also the teacher. The technique that was used by the teacher in teaching writing is not varied. The teachers taught writing skill individually without integrating it into another skill. Teacher asked the students to arrange the jumble paragraphs into a good order or complete the missing paragraphs. In other occasion, she just gave a topic to the students and asked them to write a composition in a group without considering the students knowledge about the topic. The problem was the students were often confused. They did not know what they should write and how to write it. As a result, this activity did not run well and become uninteresting classroom activities for the students. Then the portion of writing activity was less compared to other skill. It made the teacher did not have enough time to guide the students in writing tasks.

To overcome these problems, researcher wanted to offer one of the techniques in teaching writing of hortatory exposition texts to help the students in getting some ideas through note taking from reading similar texts. Note taking from reading hortatory exposition texts means an activity to make a note of some information after reading hortatory exposition texts. Several relevant studies had conducted note taking technique and other technique in writing. It could be seen in review of the related finding on page 23.

From the previous studies, it seems that note-taking technique effective to improve the students reading skill. Hence, in this research, writer chose note taking from reading hortatory text as the way to improve the students' writing skill of hortatory exposition texts. In this technique, teacher integrated reading and writing activities. By implementing this technique, it would

create fascinating and motivating writing activities. Reading was a good way for students to enlarge their knowledge and help them in getting much information related to the topic given. They could write some important information from the reading text in their notes and later they could use it to help them in developing their ideas in writing a composition. Then, they could write their composition in a good arrangement because they had got model from the reading text. It means that by implementing this technique, teacher had provided the students with background knowledge related to the topic before writing. As a result, it would help students become active, involved participants and motivating in writing tasks.

In this technique, teacher provided some articles relate to the topic that will be written and it should be more than one article in order to enrich the students' knowledge. The sources could be from magazines, newspapers or academic books or internet. The length of the reading texts were about four paragraphs. The level of texts complexity was equaled to the students' proficiency especially for senior high school students.

Next, the students read the articles. While reading, the students were asked to jot down some important information in their notes. After collecting the information needed, they might compare their information with other students or class to determine which one the central ideas and the supporting ideas are. Then they arranged the information in a sequence. Later, they could use this information to help them in developing their paragraphs.

Based on the reasons above, teacher needs to use note taking from reading hortatory exposition text to improve the students' writing skill of hortatory exposition texts.

B. Identification of the Problem

Based on background of the problems above, it can be identified that there are some problems affect the low level of the students' writing skill. The first problems come from the students' side. They lack of vocabularies, poor in the use of grammar, and it is hard for them to express and develop their ideas. The second problems arise from the teacher side. The technique of teaching writing is not varied. For example, teacher asked the students to arrange the jumble paragraphs or complete the missing paragraphs. This technique does not develop the students' writing skill or give challenge to the students. Then the portion of writing activity in the classroom is less than other skills.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits her study on the inability of the students to express and develop ideas in writing. To solve the problem, the researcher will use note taking from reading similar texts to improve students' writing skill of hortatory exposition texts at grade XI.IA1 academic year 2010/2011 of SMA Negeri 1 Baso, Agam.

D. Formulation of the Problems

The problems are stated as follow:

1. To what extent can note-taking from reading similar texts improve students' writing skill of hortatory exposition texts at Grade XI IA1 academic year 2010/2011 of SMA Negeri 1 Baso, Agam?
2. What factors influence the changes of students' writing skill of hortatory exposition texts through note taking from reading similar texts at Grade XI IA1 academic year 2010/2011 of SMA Negeri 1 Baso, Agam?

E. Purpose of the Research

The purposes of this research are:

1. To identify whether Note-Taking from reading similar texts can improve students' writing skill of hortatory exposition texts at Grade XI IA1 academic year 2010/2011 of SMA Negeri 1 Baso, Agam.
2. To identify the factors that influences the changes of students' writing skill of hortatory exposition texts through note taking from reading similar texts at Grade XI IA1 academic year 2010/2011 of SMA Negeri 1 Baso, Agam.

F. Significance of the Research

The result of this research is expected to be beneficial to both theoretically and practically:

1. To enrich the theory of teaching writing of hortatory exposition texts by using note taking from reading similar texts.

2. The improvement of the students' writing skill of hortatory exposition texts in SMA Negeri 1 Baso that is to easier the students to develop their ideas.
3. The teachers of English at SMA Negeri 1 Baso that are suggested to use this technique to vary their teaching technique.
4. This research is also expected to give advantage to school principals who are responsible for the success of students' learning at their institutions. They are expected facilitate the English teacher related to their needs in teaching writing.

G. Definition of the Key Terms

1. Writing skill is the skill of the student to write a good written text. It is not only good in the content but also the language feature of the text.
2. Note Taking from reading hortatory exposition texts is one of the strategies for collecting some ideas by jotting down some important after reading hortatory exposition texts. Students build up the composition based on the collecting information.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it was summed up that the implementation of note taking from reading similar texts for improving the students' writing skill of hortatory exposition texts had been successful in one of the classes of the eleventh grade at SMAN 1 Baso. The conclusion of this research refers to the formulation of the problems:

1. Note taking from reading hortatory exposition better improves students' writing skill of hortatory exposition texts because of the improvement of students' writing through pair task and writing test in each cycle.
2. The factors that influence the changes of students' writing skill of hortatory exposition texts are:
 - a. Teacher gives familiar topic; the reading hortatory exposition texts are not complicated for the students.
 - b. Teacher gives clear instructions to the students during the research
 - c. Teacher has good interactions with the students.
 - d. Appointing good students to each group helped the lower students in learning because they can share together. It also makes the discussion more vigorous.

- e. There good workship and relationship between researcher and collaborator make the process of teaching and learning run well.

B. Implications

The research findings discussed in previous chapter allow four practical implications to teaching writing in the classroom. They are:

1. Selecting the effective teaching writing technique can be used to improve the students' skill in writing hortatory exposition texts. The teacher can use note taking from reading hortatory exposition text as one of the technique that can be applied at senior high school level because it is supposed that the students have enough skill to practice this strategy.
2. Providing more portions for writing activity in the classroom can be demanded because writing needs process. Therefore, when teacher wants to ask them to write the text individually, they are ready for that.
3. Creating a warm atmosphere in classroom can give positive effect to the learning process. It will encourage the students to be eager and enthusiastic to do writing task. In contrast, when they are not comfort with the class situation, they are reluctant to follow the teaching and learning process.
4. Observing students in learning and assessing their writing can make the teacher aware of the students' need. During this activity, teacher knows which students need help and which do not.

C. Suggestions

Having finished conducting the study, the researcher's suggestions are as follow:

1. Dealing with the positive finding of the research, it is suggested to the researcher as an English teacher to use note taking from similar text in teaching writing to enhance students' writing skill of hortatory exposition texts.
2. It is also suggested for future researcher to conduct further research dealing with the use of note taking in other language skills.

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