

CHAPTER I

INTRODUCTION

This chapter deals with the background of research, the research questions, the purposes of research, the limitation of research, the significances of research, the rationale, the research methodology, the participants, the technique of data collection, and the technique of data analysis.

A. Background of Research

The purpose of this research is to improve students writing skill in narrative text through reading to learn in an Indonesian senior high school. This strategy was used in Australia to support all of the students to read and to write in their students levels. Based on the preliminary study of the English teacher in the tenth grade of senior high school in Indonesia, the students faced the problems in learning English as second language especially in writing skill. The students are not able to start writing, use correct grammar, lack of vocabularies, and lack of motivation. In this study, reading to learn could used to close the students' problems.

Reading to Learn (R2L) is postulated by Dr. David Rose. This is a literacy teaching-learning that enables teacher to support all of students to read and to write in their levels (Rose, 2017). It has further developed and refined since 2001 (Rose 2010; Rose & Acevedo 2006). The Catholic Education Office Melbourne (CEOM) has developed Reading to Learn as a major professional learning initiative, aimed particularly at teachers in the upper primary and junior secondary years, the program has evolved since the initial research project in 2003 into an interactive, comprehensive and audiovisual resources, multi-modal professional learning course consisting of workshops, exemplars and lesson plans (Rose 2010). Since 2008, the CEOM has offered Reading to Learn as a two-year professional learning program, which is part of a strategic plan to build sustainable improvement and leadership capacity and purposeful. The focus in the first year is on building a community of practice in Reading to

Learn through developing teachers' pedagogical, textual and linguistic knowledge and skills. The focus of the second year is on further refining teachers' expertise as classroom practitioners, on building their capacity to mentor colleagues and on completing the requirements for formal accreditation in Reading to Learn.

Based on the history of R2L, the writer would use this strategy to close the students' problems in writing skill. Even there are a lot of strategies in teaching writing, the writer would like to propose R2L to improve students writing skill. It suggests it may be an effective way of helping ESL students.

However, R2L has been successful in Australian. The strategy was implemented in the content of English as a first language. The present study will apply R2L to the content of English as a foreign language. This study is adapted from the previous study by Dr. David Rose. Based on the explanation above, the research entitles: **“Improving Students Writing Skill Through Reading to Learn in an Indonesian Senior High School: an Action Research”**.



B. The Research Questions

Based on the research background, the questions formulated in this research are as follows:

1. What is the problem faced by the students in writing skill?
2. How reading to learn is implemented in Indonesia?
3. How does reading to learn can improve students' writing skill in narrative text?

C. The Purposes of Research

In accordance with the main problem above, the purposes of the research are :

1. To know what is the problem faced by the students in writing skill.
2. To explain reading to learn is implemented in Indonesia.
3. To find out how reading to learn can improve students' writing skill in narrative text.

D. The Limitation of Research

This research focuses on the use of the R2L in teaching narrative text to improve students' writing skill in the Islamic public senior high school in Hidayatunnjah at Jl. Raya Pebayuran KM 08 Kertasari, Pebayuran, Kab. Bekasi-Indonesia.

E. The Significances of Research

The research offers some benefits for the theoretical significances and the practical significances. The benefits of the research are as follows:

1. The Theoretical Significances

This research provides useful information about the implementation of R2L for teaching the narrative text. An English teacher could use this strategy to improve students writing skill.

2. The Practical Significances

The study is expected to be able to give some advantages to the teacher, students, and researcher:

a. For Students

This study is expected to increase the students' information about writing skill to improve their ability in narrative texts and build students' understanding to make a better writer.

b. For Teachers

This study is expected could be the alternative solution in teaching writing skill especially in narrative text.

c. The Researcher

This study is expected to be a great experience to face the future when she becomes a real teacher.

F. Rationale

The research is underpinned by Rose's (2017). The ideas was about learning to read and reading to learn. These ideas come from the logical connection between reading and writing. To be a better writer, one should read more. The other studies, such as Reading Next (Biancarosa & Snow, 2004) and Writing Next (Steve Graham and Dolores Perin, 2007), have reported about the importance of reading-writing connection.

One of the important things in writing a text is finding the new ideas. By reading a text, new ideas would be found. In addition, grammar, punctuation, and spelling would be learned.

Johnson (2008, p.7) said that reading helps learners become a better writer by making them in contact with the rules of grammar. Consequently, they develop their writing structure, grammar, and vocabulary. In addition, Beach and Bridwell (1984) stated writing would help to identify the significance of information in a text and to promote reflection on that information as it is organized into a coherent written response. When writing is combined with reading it may also affect their understanding of the author's skill.

From these ideas, Rose (2017) offers R2L as a strategy to support all the students to read and to write at their level so they could develop new understanding in the similar text alone. The model of R2L is focused on how teachers and learners interact to build knowledge together. The activities are happening with the following a sequence of steps. We call these sequences as learning cycles. Each cycle involved Prepare, Task, and Elaborate. Preparing is the role of teachers. The teacher presented new knowledge by the teacher demonstrating and explaining. The task is a learning task done successfully by the learner that supported by the teacher. Elaborate is the role of teachers or learners or both that giving new knowledge, or a discussion or practice applying new knowledge. This model is used throughout the R2L program to design learning activities.

G. The Research Methodology

1. Research Design

Classroom Action Research is a method to find out the best way to improve students' learning and assess students understanding. Classroom Action Research (CAR) consists of several cycles in which each cycle contains four components: planning, acting, observing, and reflecting (Kember, 2000). After finishing the cycle, unfinished previously problems would be found. Therefore, it is necessary to continue the next cycle which had the same concept as the first cycle.

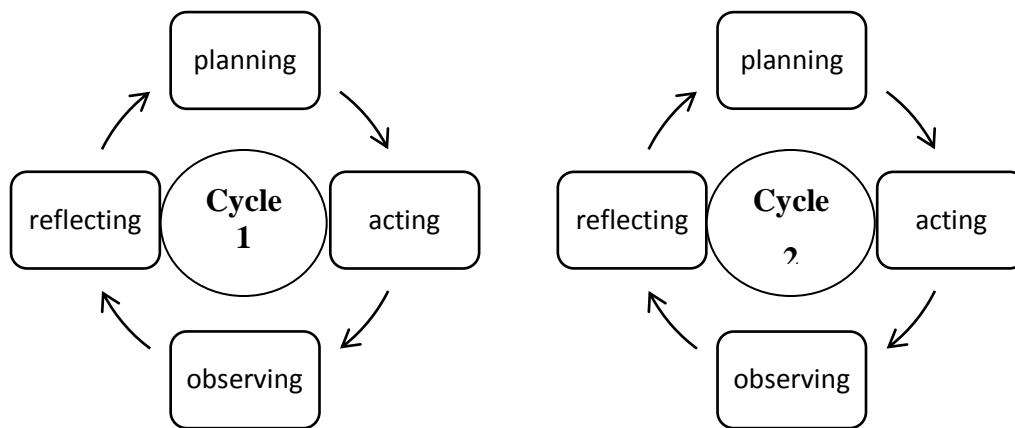


Figure 1.1 Steps of Action Research Design by Kember

The relationships of the four stages in each cycle are drawn briefly as follows:

a. Planning

The first step is planning. It is started by observation. The observation tries to find out the students' problem in learning writing skill, initial students and classroom condition, and teacher strategy in teaching writing. Then, the writer and the collaborator design lesson plan, preparing the model of R2L strategy, and the suitable material for their level.

Based on the teacher interview and the current syllabus that used by the teacher, the writer used narrative text as material.

b. Action

The second step is acting. In this step, the writer act as an English teacher who taught writing through R2L and the collaborator acts as the observer. The implementation of the action involved one into two meetings in each cycle. The time table of the implementation of the action can be seen in the following table:

Table 1.1

The Schedule of the Classroom Action Research

No.	Time	Date	Activities	Target
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1.	Preliminary Study	September 11st, 2017	Pre-Observation and pre-interview	English teacher and classroom situation
2.	1 st meeting	September 14th, 2017	Planning for Cycle 1	The researcher and collaborators
3.	2 nd meeting	September 15th, 2017	Action Cycle 2	10 th -grade Students
4.	3 rd meeting	September 18th, 2017	Planning for Cycle 2	The researcher and collaborator
5.	4 th meeting	January 8th, 2017	Action Cycle 3	10 th -grade students
6.	Findings After Implementing The Action	January 8th, 2017	Post-Interview	The researcher and collaborators

c. Observation

In the third step is observation. In this step, the writer has to observe all events or activities during the implementation of the action. Field note or unstructured observation sheet used by the writer as a guideline while observing. The writer is also trying to get the students' opinion after giving treatment. If during action there were something wrong or inappropriate, so the treatment has to change or modify for the next cycle.

d. Reflection

The last step is a reflection. In this step, the writer determines whether the action is successful or not. The result of reflection is used to establish the next cycle of research. In other words, reflection is an investigation to know the result of the research whether the research was success or failure. This step is collaborated with the English teacher to discuss the problem that happening in the classroom.

From the explanation above, it can be concluded that four components gain together to make a better learning. The researcher collaborated with the English teacher to make the evaluation of each cycle. On the other hand, the observation is needed to know the quality of the action. Based on the observation, a researcher can determine whether it is necessary to do a revision after doing an action or not in order to reach the purpose of doing an action research.

2. Research Site

This research was conducted in a private Islamic senior high school located in Bekasi-Indonesia. In this school, the students have difficulties in learning narrative text. Based on the researcher observation, conducted this study, this class is one of the classes which still getting hard in writing. Therefore, the researcher gives the solution by using R2L.

3. Participants

The total number of participants was 27 students. All of them were female. They were 10th-grade students at Hidayatunnajah Islamic Boarding School. The participants were chosen by purposive sampling method (Patton, 1990) which people, background, specific event was absolutely chosen to give important information that was not obtained from another step.

4. Technique of Data Collection

Elliot (1998, 77-83) stated that there is a list of techniques and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. The writer used qualitative and quantitative data. Some technique used to collect data is to strengthen the argument described as follows:

a. Interview

The writer interviews the English teacher before and after Classroom Action Research (CAR). The interview before CAR is to know the students' problem in writing, the process of learning English writing and the method or strategies usually used by the English teacher that has been implemented in the classroom especially when teaching writing narrative text. The interview after CAR is to know the teacher's response to R2L.

b. Field Notes

Field note is used by the observer to record the activities during action in teaching writing through R2L. It includes advantages, weaknesses, and suggestions presenting the material of writing through R2L.

c. Record

The recording is the form of photographs and videos taken by the observer. It was needed to know what the exactly happen in the teaching-learning activities through R2L.

d. Questionnaire

The questionnaire is a set of questions to get the students respond before and after classroom action research. The writer applied unstructured and structured questions from the student's opinion in writing skill and the teacher' strategy.

e. Test

The test used in this study is pre-test and post-test. A pre-test was done before action research. Meanwhile, post-test was implemented after action research. This test was used to know the improvement of the students in writing narrative text.

H. Technique of Data Analysis

According to Rose (2017), R2L writing assessment uses 14 criteria at the levels of context, discourse, grammar and graphics features. Each criterion is given a score of 0-3. The scores are against the writing standards expected in the student's school stage.

Table 1.2

Writing Assessment for Narrative Text by Rose (2017)

GENRE	[Genre stages and phases can be marked and labeled.]	Score
Purpose	Is the story genre appropriate for the writer's purpose?	0-3
Staging	Does it go through appropriate stages, and how well is each stage developed?	0-3
Phases	How well organized the sequence of phases is each stage?	0-3
REGISTER	[Quick judgments are made about these register criteria.]	
Field	Is the story plot imaginative, interesting and coherent?	0-3
Tenor	Is the reader engaged in characters' reactions and reflections?	0-3
Mode	Is the creative use of literate descriptive language and metaphors appropriate for the level?	0-3
DISCOURSE	[Discourse criteria are marked in the text, to give an accurate measure.]	
Lexis	Are people, things, and places followed through coherently to build up context?	0-3
Appraisal	What are the writer's appraisal resources? How well is appraisal used to engage, persuade, evaluate? such as feelings, judgments of people and appreciation of things and places.	0-3

Conjunction	Are logical relations between each step clear?	0-3
Reference	Is it clear who or what is referred to in each sentence?	0-3
GRAMMAR	[Quick judgments can be made about grammar.] Is there an appropriate variety of sentence and word group structures for the school stage? Are the grammatical conventions of written English used accurately? Grammar Are grammatical conventions used appropriately?	
GRAPHIC FEATURES		
Spelling	Is spelling accurate?	0-3
Punctuation	Is punctuation used appropriately?	0-3
Presentation	Is the layout clear and attractive?	0-3

To get the mean of students' writing score uses the formula:

$$Mx = \frac{\sum X}{N}$$

Mx : Mean

X : Individual score

N: Number of students

In analyzing students' scores of writing from pre-test up to post-test the score in cycle 1,2 and cycle 3, the writer uses the formula:

$$P = \frac{y - y1}{y} \times 100\%$$

P: Percentage of Students' Improvement

y: Pre-test Result

y1: Post-test cycle 1,2,3

$$P = \frac{y_2 - y}{y} \times 100\%$$

P: Percentage of Students' Improvement

y: Pre-test Result

y2: Post-test 3

The data gathering through the interview, field notes and questionnaire is analyzed by presenting the description of the result of the interview, field notes, and questionnaire.

