

CHAPTER I

INTRODUCTION

This chapter describes basic consideration, problem statement, the objective of the study, the scope and delimitation of research, and significance of the study.

1.1 Basic Consideration

Writing is very important part of university study. Through writing someone has many opportunities to express thoughts clearly and persuasively what they want to communicate. Also the students can share their opinion about something to the other people. In fact, writing seems like a difficult activity for some students. When they write, they not only have to pay attention to the idea that they want to transform to their writing, but also they have to pay attention to some rules of writing.

According to Bereiter and Scardamalia (1986), in Haris et.al (2003) writing is a difficult process of communicating. A writer needs to focus on several aspects of writing, namely grammar, mechanic, and the reader needs. Beside from the basics of word choice, punctuation, and mechanic, a writer also needs to understand how to produce good writing. Glazier and Wilson (2009) say that when someone write with word, a word than relation to form clauses, phrases, and sentences. Later, a paragraph is formed by several sentences. Further, a group of paragraph is connected to form what we called essay.

One way to organize the sentences and paragraphs in a piece of writing is in the form of recount text. A recount text is a text which retells events or experiences in the past. According to Pradiyono (2007) recount is a piece of the text that retells past events, which are usually told in which they happened. The students need to learn how to tell a real event that happened in the past in writing language. Because in learning

English, they must learn how to communicate regularly. Recount text has systematical order. It is an orientation, which followed by the series of event and usually have re-orientation.

Based on my experience when I took early observation in class XI-2 of SMA Negeri 2 Kotamobagu, I found that students' ability in writing recount text was not so good. Most of the students could not write the text correctly. They did not know how to write a recount text with generic structure and good structure of essay.

However, there are several things that make students cannot produce a good recount text. It makes them lazy on starting writing and makes them difficult in organizing their paragraphs. The next problem is the weakness of students' mastery in structure. This condition make them worries and afraid in using tense within their writing. Another problem is students still lack on vocabulary. Usually, they have desire to write but they do not know what they would write because of limited vocabulary.

Based on the fact above, it can be concluded that students' difficulties in writing paragraph are caused by their weakness in writing and the inappropriate strategy used in teaching writing. Therefore, as a teacher we should find the best way in teaching writing in this case is writing recount text. A new strategy, method or approach is better to be applied in classroom in order to create a new and effective writing class.

In order to make the students better in writing recount text, teacher should serve an appropriate strategy to build the students interest and motivation in writing. One of the best writing strategy which should applied is non-stop writing. I believed that this strategy can challenge the students' in finding the writing ideas. Non-stop writing is a writing exercise used as a prewriting strategy. It is private and creative strategy which will make the students think and help them to get started on the writing process.

According to Racgno (1996), she claims that non-stop strategy is the strategy whereby the writer has occasion to write their opinion at the top of a piece of paper and then write anything without stopping. The writer also does not need to write complete sentences. If the writer cannot think of anything for a moment, write word, word, word.

The strategy is design to help the students to write anything without stop thinking. They can write what they think without thinking about make it in complete sentence form as the first step in pre-writing. After that, the student can revise their writing and become the good paragraphs of recount text.

This strategy can help students to write and increase their understanding to find new ideas and also they can understand easily how to write the recount text. This condition can help the teacher also in managing the classroom. Thus, I formulated my title as **THE INFLUENCE OF NON-STOP WRITING STRATEGY TOWARD WRITING RECOUNT TEXT.** (The research conducted in class XI-2 of SMA Negeri 2 Kotamobagu)

1.2 Problem Statement

The problem statement can be formulated as, Can the Non-Stop Writing Strategy influence Students' ability toward writing Recount Text?

1.3 The Objective of the Study

The objective of the study is to find out the influence of Non-stop writing toward writing Recount Text

1.4 Significance of the Study

The result of the study hopefully can be useful for English teachers in teaching Recount text to improve writing. The result will be useful for senior high school students and can stimulate for writing recount text well and enjoyable.

1.5 The Scope and Delimitation of Research

This study is limited on writing recount text, one of English genre, to know the influence of Non-Stop Writing Strategy toward writing recount text and it will be conducted at the eleventh grade students of SMA Negeri 2 Kotamobagu, North Sulawesi Province.