

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most important skills in learning English is writing. According to Ken Hyland (2003: 53) writing is one of four very important skills that need to be known and involves writing skills and knowledge about text, context, and readers. Writing is one of the language skills must be taught by teachers to students. Through writing students can exchange thoughts, ideas, and experiences. In addition, to express their feelings, needs, and desires in writing, students must know writing skills.

Writing is one of the main abilities that should be created and includes both making abilities and information out of the text, setting, and reader. Writing as a component of language abilities should be ideally educated by instructors to students. Through writing the students can trade considerations, thoughts, and encounters. Likewise, to communicate their sentiments, needs, and desire in writing skills, the students need to writing abilities (Ken Hyland 2003: 53).

In writing skills, students must know and be able to write several text genres. Based on the 2013 curriculum, the current education curriculum in Indonesia, there are three genres of monologue texts that should be taught in teaching writing for the second grade of junior high school. The text genres are descriptive, recount, and procedure text (Depdiknas, Indonesian Ministry of Education: 2013). Each genre of text has different functions and features that can give students difficulties.

One type of text that is studied in senior high school is recount text. As explained by Purba et al. (2021: 615) they explained that writing is a tool for thinking and learning. This is a unique way to explore ideas and information. Writing is one of the four skills in English. Improving writing skills ultimately requires training.

According to Anderson (1997: 54) the definition of recount text as a composition consists of paragraphs which shows the events experienced by the author, mostly past events or experience.

According to Dirgeyasa (2016: 2) Recount text is a text that retells an occasion or involvement with the past. Understudies burn through a large portion of their lives describing their own encounters and paying attention to the encounters of others. They likewise consistently experience a few occasions that happen to them. They depict the occasions in words in view of what they feel, recall, and hear. Then, at that point, understudies tell the occasions in different ways in view of their encounters. That is to say, they generally produce describe text in their regular routine.

From the observation the writer at Imelda Senior High School on Thursday, 10th March 2022. The first I asked the English teacher. The English teacher explained one of the difficulties of students in English writing. From the explanation of the English teacher, students of IPA are 39 students were about 12 who could write or about 31%. While others need to improve their writing skills. And for the social studies class of 25 students there are only 2 people who are considered capable of writing or about 8%. While others still do not have the ability to write in English. Because of that the writer join to the class to know why can be like that. When the writer there are some students said to the teacher that their friends noise. So some of their friends cannot concentration to write. These problems, the authors want to know how the effect the learning environment on students' writing ability. Especially to write recount text because they also learn about it. Because recount text will require concentration in writing it.

The most important when we learn is environment. Because learning environment has the impact to our learning. Learning environment has a very important role for a student. Because the learning environment has a role in determining student success, as there are many studies in this world regarding the effects of the learning environment on student learning outcomes. Gilavand (2016: 362), he explained in his journal that the learning environment greatly effects student learning outcomes. He also explains that there are many factors from the learning environment that can affect student learning outcomes. Starting from open spaces, inappropriate temperatures, insufficient light, noise that occurs in the room, crowded and overcrowded classes, misplaced boards, and inappropriate

classrooms, all of these can be factors that affect student learning outcomes accordingly. Which he had researched in Iran.

Dhanapala (2021: 1527) explained in his research in Sri Lanka that the learning environment is believed to be a determining factor and contributes to stimulating learning outcomes that facilitate academic performance by encouraging teaching and learning to be effective. In his explanation, many factors from the learning environment are the determinants of student success, ranging from motivation, school climate, family, parental education, economic status, and the shape of the school building.

Albariki & Sunarto (2020: 31) explain student learning outcomes is a very important aspect. Therefore, research conducted in Surabaya shows the positive effect of the learning environment on student learning outcomes.

One of the factors mentioned above regarding the learning environment that can affect student learning outcomes is noise. According to Chiang and Lai (2008: 1620) explained of that noise influences understudy learning results as well as their wellbeing. On account of kids they have not fostered their abilities including correspondence channels, like perception, utilization of language as well as composed and spoken abilities.

Noise will make students unable to concentrate in learning. The absorption ability of students while studying is effect by concentration. When doing something, it should be done solemnly, as the word of Allah SWT in the letter Al-Baqarah verse 45, namely:

وَأَسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ (البقرة: ٤٥)

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Meaning: Seek help in patience and prayer; and truly it is hard save for the humble-minded.

The verse above explains that mankind is commanded to do everything solemnly. Likewise with learning, one must be able to concentrate in order to understand the learning material well. By concentrating, a person will obtain optimal learning outcomes.

The difference from previous research to this research, that previous research was mostly about the effect of the learning environment on student

learning outcomes, but this study will detail the effect of the learning environment on student learning outcomes in the form of writing recount text.

Based on the explanation above, regarding the problems faced by students on writing, the authors want to know from the learning environment on students' writing abilities. So the writer made the title of this research "The Effect of the Learning Environment on Students' Writing Skill at Imelda High School".

1.2 Identification of the Problem

From the background of the study that the writer has written before. The problem in this research are:

- a. A non-conducive learning environment causes students not to concentrate on learning
- b. Inadequate classroom facilities and infrastructure and the number of students exceeds the usual capacity of 39 students
- c. Poor student learning outcomes, especially in writing texts in English and grammar.
- d. The number of students who arrive late, resulting in a lack of concentration of other students when entering class
- e. Some students still do not understand the various types of writing in English.
- f. The teaching method used by the teacher seems to be still less effective so that students do not understand what the teacher is saying.

1.3 Limitation of the Problem

This research needs to be limitation from the problems so that this research has a clear purpose. So this research is limited to know the effect of the learning environment (X) dependent variable and students' writing ability (Y) independent variable in recount text.

1.4 Formulation of the Problem

The formulation of the problem in this study as follows:

- a. Is there any significant effect of learning environment on students writing skill at Imelda Senior High School?

1.5 Objective of the Study

- a. To know the significant effect of Learning Environment on students' writing skill at Imelda Senior High School.

1.6 Significance of the Study

The significance of this study can be expected to useful for:

- a. Theoretically

The results of this study are expected to provide more knowledge to determine the effect of the learning environment on students writing ability. Then hopefully this research will be an additional and alternative reference, especially in students' writing skills

- b. Practically

- a) Teachers

The finding of this study is useful for English teachers at Senior High School to get the information about the effect of learning environment on student's writing skill.

- b) Students

This study can provide information to students regarding the impact of the learning environment on students' writing results so that students can minimize interference from learning environmental factors.

- c) Readers

Hopefully this research can be additional knowledge and alternative references, especially in writing.

- d) Other writer

This research is useful for knowing the effect of the learning environment, especially noise on students' writing skills and hopefully can be a reference for future writers.



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