

CHAPTER I

INTRODUCTION

1.1 Research Background

As one of the two productive skills in learning English after speaking, writing is hard enough for Islamic junior high school students to master. Some research findings indicate that the students' writing ability is not satisfactory yet. Hariyani (1990, in Suryawan, 2008) conducted a study which aimed to evaluate and identify the students' ability in achieving coherence within paragraph. The findings of the study reveal that the students' ability in writing a coherent paragraph was very poor. Katilie (2003) finds that the students had a poor ability in writing a composition in English. The reason of the students' disappointing writing ability is the practices of inappropriate teaching strategy in class. Syakir (2003, in Suryawan, 2008) finds that the students' ability in English writing is still far from the target stated in the curriculum. From the previous findings above, it can be concluded that there are some problems found in the teaching of writing.

Suryawan (2008) finds out that generally there are two main problems in the teaching of writing particularly at the high school level. *First*, the limited time to practice writing at school since English is offered only four hours a week with forty minutes each. *Second*, the number of students within classes which usually consist of forty or even more who are learning together. The students do not have enough time to practice not only in writing but also in other language skills.

Writing practice has not been provided satisfactorily so that students lack exercises and motivation for self-development. As a result, many students complain and find difficulties in writing.

According to Byrne (1988: 4), writing is difficult for students because they are required to write on their own writing without any interaction or feedback. He further states that, in writing, the students have to compose their writing using their own choice of sentence structure, and organize their own idea in such a way that they can be understood by the reader.

In the existing teaching and learning process, writing activities are mostly dominated by arranging jumbled words to be a sentence or jumbled sentences to be a paragraph and completing a dialogue or passage. The students are also asked to write a simple paragraph using their own words without their teacher's assistance. As a result, it is difficult for the students to express their ideas on paper. The students are not able to construct words into a sentence and arrange the sentences to become a good paragraph. This condition influences the students' ability in writing paragraph (Suryawan, 2008).

Based on that condition, the researcher tries to reduce those problems by conducting a study by employing a kind of writing technique that can help students to write sentences or a simple paragraph and motivate them to actively participate in the writing activity. The researcher assumes that one of the good ways of teaching writing is by generating ideas in prewriting using an alternative technique, 'webbing'. It is hoped that this technique can help students to find out

the central idea and also supporting ideas to make simple sentences and arrange them in a good chronological order to make a recount paragraph.

1.2 Limitation of the Problem

In order to make the research focuses more on a certain problems, the researcher limits the study on the use of webbing technique to improve the students' ability in writing recount paragraphs compared with guided writing and the ways how webbing technique facilitate the students with valuable support in writing recount paragraphs.

1.3 Statement of the Problems

A research problem is a problem that a researcher would like to research (Fraenkel and Wallen, 2007: 27). The research problems of the study are formulated as follows. *First*, does 'webbing' technique work effectively to improve students' ability in writing recount paragraphs? *Second*, does a teaching writing recount paragraph through webbing technique achieve better result compared with the use of guided writing? *Third*, how does 'webbing' technique facilitate the students with valuable support in writing recount paragraphs?

1.4 Hypothesis

In this study, the researcher states null hypothesis as follows: There is no significant different result between teaching writing recount paragraph through webbing technique and teaching writing recount paragraph through guided writing.

1.5 Research Objectives

The study is conducted to find out 1) the effectiveness of the 'webbing' technique in improving students' ability in writing recount paragraphs, 2) if teaching writing recount paragraphs through webbing technique achieve better result compared with teaching writing through guided writing, and 3) the ways how the 'webbing' provides students with valuable support in writing recount paragraphs.

1.6 Research Significance

The study is expected to be useful for the students, teachers and also other researchers. For the students, especially the students of Kendal State Islamic Junior High School, the findings can help them to improve their writing ability, especially writing recount paragraphs. For English teachers, the findings can enrich their teaching techniques to be applied. And for future researchers, the findings of the study enhance their researches.

1.7 Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, thus, they are defined as follows. First, *webbing* is a kind of technique in teaching prewriting by generating ideas in which the topic or the core is written down in the centre of blank paper and supporting ideas are written down around it in balloons or bubbles where sub-core(s) can be made (Sumarsono, 2007).

Second, *recount* is a piece of text that retells past events, usually in the order in which they occurred (Derewianka, 1990: 15). Generally a recount text begins with an orientation and then unfolds with a series of events. The purpose of a recount text is to provide the audience with the description of what occurred and when it occurred (Anderson and Anderson, 1998: 24), to retell past events for informing or entertaining (Gerot and Wignell, 1994: 194), or to tell what happened (Derewianka, 1990: 15).

1.8 Thesis Organization

The research result is reported in the form of thesis with the writing organization as stated in *Pedoman Penulisan Karya Ilmiah* of the Indonesia University of Education Bandung as follows. *Chapter I*: Introduction. This chapter discusses the background of study, the research question, the purpose of study, significance of study, and thesis organization. *Chapter II*: Review of Related Literature. In this chapter the researcher quotes a lot relevant theories and some other previous studies which are suitable and support his research.

Chapter III: Methodology of the Research. This third chapter discusses the methodology of the research which consists of research design, research subject, research questions, research method, data collection method, and data analysis.

Chapter IV: Discussion and Findings. The fourth chapter contains the discussion and some important findings or the results of the study.

Chapter V: Conclusion and Suggestion. In this last chapter the researcher states his conclusion(s) of his research and some suggestion(s) for English teachers and the next researchers.

