

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. The discussion begins with the background of the study and the statement of problems which become the guideline of the study. The aims of the study and the scope of the study are discussed next. Finally, this chapter ended by the reviews of organization of the paper.

1.1 Background of the Study

In the current curriculum, teaching of English brings a new approach which is called genre based approach (Depdiknas, 2004; Depdiknas, 2006; Emilia, 2011). The implication of this new approach is that students should expand their listening, speaking, reading, and writing skills as their competencies in English as a foreign language subject (Depdiknas, 2003). Then, it is more focusing on how students master their writing competence, explore their skill in writing text and produce their own text (Depdiknas, 2004; Depdiknas, 2006; Emilia, 2011).

As has been mentioned above, writing is one of the basic competencies in English subject. As the basic competence, writing brings considerable advantage to those who can do it well in many sites, personal and occupational (Christie and Derewianka, 2008: 244). It also may be very important in accordance to the needs

of students in teaching and learning process (Patel and Praveen, 2008: 125). Nevertheless, the act of writing itself is difficult (Hamilton and Kathy, 2009: 63) and tends to be very complex (Gerot and Wignell, 1994), because it is very different from talk and students cannot simply pick up the linguistic structures involved (Cox, 1993; Bruce, 2008). Searching for the right words to write also makes writing be more difficult for the students (Hamilton and Kathy, 2009). Producing any kind of long, coherent writing can feel like a struggle, involving hours of seeming inactivity in front of a blank pad of paper (ibid).

Regarding to those description above, students need to be taught through genres to make writing process be easier (Cox, 1993; Bruce, 2008). Then, 2006 English Curriculum also suggests teachers to implement the four stages of genre based approach (Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text) in teaching language (Depdiknas, 2006). In the last few decades, genre has also been applied for the purpose of characterizing the features of such texts for the teaching of writing (Cox, 1993; Bruce, 2008). The culture also requires that students should learn to use genres which are differently structured depending on the purposes and audiences for their writing; for example, they need to be able to reproduce procedures, descriptions, reports, explanations, arguments, recount and various kinds of narratives (Cox, 1993).

Referring to the description above, one kind of genre that has to be taught is recount text which retells past events (Cox, 1993; Derewianka, 2004), usually in the order in which they happened and begins with by telling the reader who was

involved, what happened, where the event took place and when it happened (Derewianka, 2004). The sequence of event is then described in some sort of order, for instance a time order (Seaton, 2007 in Nisak, 2008).

Moreover, the teaching of writing using genre based approach is a responsibility of the teacher, and what the teacher do is very important in ensuring that students learn to write (Christie and Derewianka, 2008). It needs skilled and well educated teacher who can devise clear goals for teaching and learning, guiding and directing the various learning activities in which students engage across the years of schooling till the end of schooling (BSNP, 2007; Christie and Derewianka, 2008: 214). It also need some creative efforts from the teacher to conduct interactive teaching learning activity in order to make writing be easier, more interesting and effective since it is the hardest task for students (Patel and Praveen, 2008).

Teacher have to provide many techniques that make students doing more practices which enhancing their ability in choosing and arranging ideas, words or sentences in writing, especially recount text (Patel and Praveen, 2008). Teacher should select teaching aids or technique according the objectives decided by the teacher so that skill of students in writing could be developed well (Patel and Praveen, 2008:57). There are many techniques in teaching writing, one of the techniques named webbing (Means, 1998). As Patel and Praveen (2008) suggest that the use of maps or webs and pictures play main role in writing process and it could make students more interested in the writing process. Webbing is the other name of mind mapping (Means, 1998). It is a graphic organizing technique that

builds connections between similar words or ideas (Buzan, 2005). It teaches students how to visually map the interrelationships among story plot, characters, setting and theme (Saskatchewan Education English Language Arts, 1992). In other words, webbing shows a lot of words or ideas among the events on the story and keeps them loosely connected where the writer can draw picture to be displayed (Means, 1998; Buzan, 2005; Patel and Praveen, 2008:59). Then, previous study conducted by Jumika (2009:61) also shows that the use of webbing technique in teaching writing can improve the students' achievement on post test scores in writing recount text and it significantly different with the other technique in his study.

Regarding to the descriptions above, this study is very important in order to provide an appropriate alternative teaching technique in writing recount text. In conclusion, the investigation of the study will be the use of webbing technique in teaching writing recount text and students' perceptions towards the use of webbing technique in teaching writing recount text.

1.2 Statement of the Problems

Given the description above, this study focuses on whether or not the use of webbing technique improves the students' skill in writing recount text and to find out the students' perceptions towards the use of webbing technique in teaching writing recount text. Therefore, the study is guided with the following questions:

1. Does the use of webbing technique improve the students' skill in writing recount text?
2. What are the students' perceptions towards the use of webbing technique in teaching writing recount text?

1.3 Aims of the Study

Referring to the background and the problems, the aims of the study are to investigate whether or not the use of webbing technique improves students' skill in writing recount text and identify the students' perception towards the use of webbing technique in teaching writing recount text.

1.4 Scope of the Study

The study focuses on investigating the use of webbing technique to second grade students of one junior high school in Bandung. The genre used in this study is limited only to recount genre that focuses on the use of webbing technique by following the stages of genre based approach. It describes the use of webbing in teaching writing in order to improve students' writing skill as well as to find out the students' perception on the use of webbing technique.

1.5 Significance of the Study

It is expected that this study will have significant relation to English teaching learning process. Practically, this study will show whether or not the use of webbing technique improves students' skill in writing recount text. Then,

theoretically, the interest in studying the technique of teaching writing using webbing has a feedback to both students and teachers in helping students to improve their writing skill.

In conclusion, for the teachers, by reading the result of this study they can find a new technique to improve their teaching skill in enhancing students' skill in writing recount text. Then, for the students, by reading the result of this study they can improve their skill in writing recount text.

1.6 Clarification of Terms

The following terms are provided in order to avoid misconception and misunderstanding on the case presented in this study.

1.6.1 Webbing technique

One kind of techniques in writing activity, it is the technique in presenting relationships between ideas by using web.

1.6.2 Writing

Writing is a process of putting ideas down into words by using appropriate mechanics and organization of ideas into coherent and cohesive form (Gebhard, 1996: 221).

1.6.3 Recount text

Recount text deals the sequence of events that happened in the past which usually helps people to interpret their experiences in the past (Cox, 1993; Derewianka, 2004).

1.7 Organization of the paper

The research paper organizations are as follows:

Chapter I, Introduction. This chapter will be a brief introduction to the area of investigation. It provides the information of the background of the study, statement of the problems, the aims of the study, the scope of the study, significance of the study, clarification of terms and organization of the paper.

Chapter II, Theoretical Foundation. This chapter elaborates several theories and literatures that are relevant to the present study including some views of the experts and some previous study. In detail, this chapter explains theories of writing in general, teaching writing recount text; recount text, types and purposes of recount text, schematic and the language features of recount text; webbing technique, the purpose and steps of webbing technique.

Chapter III, Research Methodology. This chapter describes the process of investigation. Then, it provides the research methodology which deals with hypothesis, design of the study, data collection, procedure of the study and data analysis.

Chapter IV, Findings and Discussion. This chapter presents the results of the research and discussion of the study findings which obtained from pre test,

post test and questionnaire. It provides the data collection, data presentation, the explanation of data analysis and result of data analysis.

Chapter V, Conclusion and Suggestion. This chapter will present the overview of all findings consists of conclusion and also provides suggestions and recommendations for further research.

