

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesian government learning English, is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate to another. Writing is one of important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic on occupational success. According to Harmer, Writing is a process that the writer write is often heavily influenced by the constraints of genres, then these elements have to the present in learning activities.¹ There are many strategies that can make English teaching and learning process communicative but none is the best. One of strategies is using creative language arts, such as song, essay, writing diary, and so on. Teaching English writing to children especially at junior high school is not easy and it is different from teaching English writing to senior high school,

¹ Jeremy Harmer, *How To Teach Writing*. (Harlow: Pearson Education Limited, 2004), 86.

because they have different characteristic and different motivation. In the teaching and learning process, a teacher plays an important role. The teacher's must be able to know the student's interest and motivation.

According to Anderson in writing there are some kinds of text type in English. There are main categories of text: literary and factual. Factual texts include advertisements, announcements, internet web sites, current affairs shows debates, reports and instruction. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.² From the three kinds of these literary texts, the writer focus in writing recount text. According to Anderson also stated that a recount is a piece text that's retells past events, usually in the order in which they happened.³

The junior high school students as the learners of English may have possibilities to find out many difficulties, particularly in writing skill mainly in writing recount text. In this case, the second grade students also have difficulties in writing recount text such as

² Mark Anderson and Kathy Anderson, *Text Types in English 1*. (Sydney: McMillan, 1997), 3

³ Anderson, *Text Types in English 1*. 38

the way to write recount text, the generic structure of recount text, stating the main ideas and controlling ideas, lack of vocabulary and lack of mastering the grammar. Actually, the above problems are caused by the classroom management which is far from enjoyable situation, so the learning situation or classroom atmosphere seems to be boring and uninterested. Creating an enjoyable learning is a challenge in which the teacher has to be able to make an engagement towards all capabilities to be a total learning power. Enjoyable situation in learning is caused by the totality of the sense to be active in giving participation for learning process. In this case, teaching methods, approaches and media have important roles to survive the class activities. All of them are effective to motivate the students to enjoy and follow the learning process eagerly.

Referring to the phenomenon above, an English teacher should be able to find out and apply a techniques, strategies and media in the process of teaching learning, mainly in teaching writing skill in order that the students will not feel boring and get low interest. Concerning with this statement, in this study the writer intends to apply a teaching technique in which she will

apply a game namely jumble sentences game in teaching writing skill mainly in writing recount text. The jumble sentences game is defined as some of fun activities which are played in teaching learning process especially in learning writing recount text by rearranging the jumbled sentences by obeying the rules made by the teacher. This game is expected to be able to motivate the students in learning English especially in writing recount text because using jumbled in teaching writing makes the process easy, enjoyable and memorable. Based on the explanation above, the writer is interested to do a research under the title ***“Using Jumble Sentences Game in Teaching Writing Recount text (an experimental research at second grade of SMP Khaerul Huda Kota Serang)”***

B. Limitation of the Problem

Based on the identification of the problem, the study was limited on the use of the jumble sentence games as an attempt to improve teaching technique in writing recount text at the second grade SMP Khaerul Huda, Kota Serang and the students' improvement in teaching writing recount text using jumble sentences game.

C. Statement of the Problem

Based on the statement above, the writer formulates the problems, as follows:

1. How to apply jumble sentences game in teaching recount text?
2. How is the influence of jumble sentences game in teaching recount text?

D. Objective of the Research

The objective of this research is to find out:

1. To know how to apply jumble sentences game in teaching recount text.
2. To know the influence of jumble sentences game in teaching recount text.

E. Significant of The Study

The findings of this research are expected to provide more information for the readers:

1. The teachers; to provide information about teaching technique which may improve the way of their teaching in Junior High School. Then, they can apply this technique in teaching writing of recount text in classroom.

2. The students; to stimulate them in writing a recount text by using jumble sentences game in order to involve themselves in the writing process with enthusiasm. Besides, the technique is also expected to make students easier in delivering and organizing their ideas or opinions.
3. The writer; to give an answer to the writer if using jumble sentences game really works in increasing students' achievement in writing recount text, so that it can be regarded as an alternative way to teach English as a foreign language.

F. The Previous Studies

Before conducting this experimental research the researcher tried to find previous studies dealing with recount writing and jumble sentences game. Those previous studies are important for the researcher to know whether is similar with this title or no this previous studies are:

1. Elsha Pramunindya Wardhani (20110540103), 2015, Using Jumbled Sentence Games to Improve the Writing Ability of The Seventh Grade Students of MTs Muhammadiyah 6 Bayat, Klaten.(A Class Room Action Research). This research show

that jumble sentence games is affective in improving students writing ability. This can be seen from the result of students in both pre-test and post-test. From the pre-test the average the students' writing ability is 64.17 points and from post-test the average the students writing ability is 88.12 points. This result shows significant improvement.

The current research will investigate how jumble sentence games can improve students' writing ability. It is expected that the jumble sentence games can help students learn writing. The difference between previous research and the writer is this previous research focus in the narrative text and the writer focus in recount text. And previous research used classroom action research method while the writer used the experiment research method.

2. Listiyani Ningsih. 2014. "The Effectiveness Of Jumbled Sentences Technique To Improve Students' Skill In Writing Descriptive Text A Case Of The Eighth Grade Students Of Mts Nu Ungaran In The Academic Year 2013/2014." This research show that jumble sentence techniques is effective in improve students writing descriptive text. This can be seen

from the result of students in the pre-test result indicated that the sig. (2-tailed) for control group was 0.583($p > 0.05$) and 0.318($p > 0.05$) for experimental group the scores are higher than 0.05. It means that the pre test scores of both classes were normal because the “p” scores were higher than 0.05. From the Independent sample t-test for post-test result, the writer found that t value was 3.021 and the independent sample –test showed that the Sig. (2-tailed) was 0.04 is less than 0.05. In addition, the independent sample t-test showed that sig (2-tailed) was 0.004 ($p < 0.05$).

From the result above that jumbled sentence technique can apply in teaching writing skill of English descriptive text and effective to teach writing skill of English descriptive text. The difference between previous research and the writer is the writer focus on recount text and previous research focus on descriptive text. The previous research used the case study method while the writer used the experiment research.

G. The Organization of Writing

This paper divided into five chapters. Each chapter explains different matters in line with the topic that is discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, limitation of problem, statement of the problem, objectives of the research, significance of study, previous studies, and organization of the writing.

Chapter two explains about theoretical foundation. It contains the parts of theory about writing, recount text, and jumble sentences game.

Chapter three explains research methodology. It covers research method, place and time, population and sample, technique of data collecting, technique of data analysis and research hypothesis.

Chapter four explains about result and discussion. It contains the description of data and analyzing the data, testing hypothesis and discussion of research findings.

Chapter five explains about conclusion and suggestion which consists of conclusion and suggestion.