CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an example of human information processing in action that has a highly complex task. It means writing is a sample of expression ideas on paper that have difficult process. The difficulties of writing are not only in generating and organizing ideas, but also in translating ideas into readble text. In short, writing is combination of thought and activity.

Ulquhart and Mcler (2005) states "writing is a recursive process. Students should learns strategies for invention and discovery". Furthermore, besides writing's process, there are five components that should be understood by english students, such as content, organization, vocabulary, language use, and mechanic. If the students want to make a good writing they have know the writing process and writing components before.

Harmer (2007:33) states "Writing is frequently usefull as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities". Writing also is one of the English skills that are taught the students of senior high school based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006. The teaching of writing is not an easy job. It needs many skills that the teacher should have, because writing is not such a simple process. In writing, the

writer has to consider some components of writing. The complexity of the writing makes writing seem difficult for most English learners.

Writing is one of language skills besides reading, listening and speaking. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing should be mastered by students.

In writing skill, the students have to skill grammar and vocabulary and also they should know how to use it for making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many text types taught in Senior High School. Each text has different social function, schematic structures, and language features. One of the texts taught for the eleventh grade students of Senior High School is Narrative text.

According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of

the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need.

Based on the researcher first observation at SMA N 16 Padang, there are nine classes of eleventh grade students. They were four classes for IPA and five classes for IPS. Meanwhile, researcher found that the students have some problems dealing with English, especially in writing. First, the researcher found related with the failure of students in their test. And the problem was related to the students' writing ability some problem. Second, the students were lack of vocabulary. This brings the students difficult to generate their idea into sentences. Third, the students did not know how to arrange the word into sentences. The last, they did not know how to start to write a written language especially narrative text.

To support the weakness of students' writing skill, it can be shown in the table below:

Table 1.1
Students' Writing Score (Preliminary Observation)

Class	Total	Components of Writing					
		C	O	V	L	M	Total
XI IPA 1	36	463	324	321	344	54	1484
Mean		12.86	9	8.91	9.55	1.5	41.22
Ideal Score		30	20	20	25	5	100

Source: Teacher's Bookmark of SMA N 16 Padang

Components of writing:
C: Content
O : Organization
V: Vocabulary
L : Language Use
M : Mechanics

In fact, the mean score of students' writing test class XI IPA 1 were still low (41.22). we can say that students did not master the English writing well, because based on the table above there were many students got low score in writing. Such as vocabulary 8.91, mechanics 1.5 and just a little of studentscan master and understanding in the mean score of components of writing such as content 12.86, organization 9 and language use 9.55. generally, the students cannot master and understand how to write well, and their score under Minimum Achievement Criteria (MAC) is 79.

Jumbled sentences technique is one of the techniques that can be used by teacher in teaching writing. It is supported by Larsen-Freeman (2000) states that teaching is an important skill and helpful activity to students if it is done in a way to give students jumbled sentences to improve their writing. Jumbled sentences can be a beneficial experience for the students if the teachers shows strong points as well. This statement is also strengthened by Ferris (2002) who found that students who were given error sentences from the teacher had greator self-correction abilities than those who were not given error sentences. Therefore, the implementation of jumbled sentences technique in the writing process will promote openess and creativity and the students can generate a lot of thoughts in short times.

To overcome the problem, therefore the researcher plans to apply Jumbled sentences technique. Jumbled sentences are a group of sentences arranged in illogical order. In this research jumbled sentences are chosen to help students

develop their writing ability because it is a helpful technique for teaching writing. By rearranging the jumbled sentences in a logical order of a paragraph the students are expected to grasp the intended information.

Based on the description of phenomena, the writer is interested in carrying out the research entitled: *"The Effect of Jumbled Sentences Technique Towards Students' Writing skill SMA N 16 Padang".*

B. Identification of the problem

Based on the background of the problem above, the problem can be identified as follows :

First, the problem was lacked vocabulary. In the classroom, the student cannot creative to write because the words were used not enough. This problem made the students cannot develop their idea when they were writing about material in writing eventhough they know in their writing language.

Second, many students did not know to develop their ideas. They did not know how to arrange words into a good sentence. They felt writing was difficult and uncomfortable skill. They were not interested to follow the writing process in the classroom.

Third, students had low motivation in learning english many of them thought that english was too difficult to learn. It could be seen from the teaching learning activity. Most of the student students seemed to be busy with their own activity such as dreaming, sleeping, or even chatting with their

friends. When the teacher gave them advice, they did the useless activities
againt.

C. Limitation of the problem

Based on the identification of the problems above, the researcher
limits her research of the effect of Jumbled sentences technique to improve
students' writing ability on narrative text at the eleventh grade of SMA N 16
Padang.

D. Formulation of the problem

This reseach is conducted to answer these following research
questions:

1. Does Jumbled Sentences give significant effect on students writing skill at
   eleventh grade of SMA 16 Padang?

2. What are components of writing skill can be improved student at class XI
   SMAN 16 Padang?

E. Purpose of Research

In generally, the purpose of this research is improving activity of learning
and writing with using jumbled sentences technique in teaching of SMA N 16
Padang. Therefore, the specific objectives of research are:

1. To give significant effect on students writing skill at eleventh grade of
   SMA 16 Padang

2. To find out the component of writing can be improved by using jumbled
   sentences technique.

F. Significance of the research

By doing this research, the researcher expected to gave input about Jumbled Sentences Technique to students' writing skill of Narrative text. Hopefully valuable for the students to overcome their problem in writing Narrative text. By using jumbled sentences, the students was motivated and enjoyed in writing because they learned new vocabulary while having fun. In addition they are actived in writing. On the other hand, for the teacher, using jumbled sentence was contributed some information on how to be more creative to facilitated, to motivated students and to solved their difficulties in learning writing at SMAN 16 Padang.

G. Definition of key terms

1. Writing skill is a spesific ability which help writers put their thoughts in to words in a meaningful form and mentally interact with the message.

2. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. (Munand: 2013)

3. Jumbled sentences is one sort of language proficiency test question. (English Forum)