

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

A learner is expected to master the four basic language skills, that are listening, speaking, reading and writing in learning English. According to Jeremy Harmer (2007:265), Teachers tend to talk about the way we use language in terms of four skills - reading, writing, speaking and listening. These are often divided into two types. Receptive skills are the term used for reading and listening skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing skills where students actually have to produce language themselves.. According to Ken Hyland (2003:XV), writing is an among the most important skills that second language students need to develop, and it involves composing skills and knowledge about texts, contexts, and readers. Writing can be defined the way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic. It is believed that writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader.

Generally, the process of writing is started by finding the ideas and developing it into writing completely. Then, writing is also done to write down their feelings, ideas, expression in the process of writing. For getting the goal of writing, the students in the school should have good writing activity.

The students must know that writing is very important for their education field. Thus, for getting the goal of writing to express their ideas in writing form, the students should have good writing ability.

Although writing is a good way to develop English ability, most of the students still say that it is difficult to express their idea in writing. Because they think writing need more work in organizing the composition and the language that made them cannot be stated correctly.

Based on the statement above, it can be concluded the students should be able to write various kinds of functional written texts like announcement, short message, invitation, and advertisement and also various kinds of genres like descriptive and recount. It means the students should study these texts and have to consider number of aspect as content, organization, vocabulary, language use and mechanic.

In the fact, the teacher taught writing by putting, the example of recount text in the whiteboard. She explained the purpose, generic structure, and language features of the text. Then as writing assessment, the teacher instructed students to make one of recount text based on material. After that the teacher asked them to collect their assignment. The teacher did not give students the chance to draft and revise it. If the students did not finish their work, teacher asked them to do their work at home and collect in the next meeting. Then teacher got the students' writing score from their paragraph.

Moreover, the application of teaching writing in the classroom should be creative by various teaching technique and strategy in the classroom. The students were not only as the participants of the activities but more than that, the students become subject in learning process. So, the teacher task is to be facilitator and monitor in learning process.

In contrast at the field, based on researcher's preliminary observation on teaching practice at Islamic Junior High School 6 Solok, there were many students' difficulties in writing that are found by the researcher: First, many students still confused when they want to write good paragraph. Many students just waste their time by do nothing when they want to start write. It occurred because the students were confused and did not know what to do or what to write. *Second*, the students were lack of variety in vocabularies' choices, therefore they did not know how to express their idea in writing. This problem also can obstructed students in organizing their idea about what they want to write because of they were afraid for making mistakes in their writing. *Third*, students had grammatical error in writing. They could not compose a sentence correctly and they also could not put the right words down becoming a good sentence because many students had low ability in grammatical structure. They also still confused how to organize sentences into coherence paragraph.

One of the technique can be used for improve students' writing skill is a Word Splash Technique. Kathy Perez (2008:28), Word Splash is a creative engaging way to introduce key vocabulary to your students. Modified from

the” word storm strategy”(Klemp1994) and similar to impression , this active pre reading strategy not only reinforces students vocabulary knowledge and ability to make purposeful prediction but also serves as a technique to boost comprehension and enhance writing performance. By using Word Splash can help students develop ideas to be sentences and Word Splash can make students active to create the sentences in a paragraph.

There are many experts have done to research in the Word Splash technique, such as: Riani Siturus (2013) the effect of using word splash strategy toward reading comprehension of the second year students at state junior high school 5 bagan sinembah. The researcher found that there is significant Effect of Using Word Splash Strategy on Reading Comprehension of the second year students at State Junior High School 5 Bagan Silembah. Intan permata Sari (2010) (teaching reading comprehension by combining word splash strategy with teammates consult strategy for senior high school students) the combining of word splash and teammates consult is strategy to increase comprehension students in reading text. In addition by different researcher: Melza Hastuti(2013) The Effect of Word Splash Technique Toward Students’ Writing Skill on Recount Text at Class VIII of State Islamic Junior High School Lubuk Sikaping. The researcher found that “There is significant effect on students, writing skill after using Word Splash Technique.” Based on statements above it can be assumed that the effect of Word Splash techniques toward students’ writing skill in recount text at Islamic Junior High School.

Based on the curriculum (K-13), it is known that the students are demanded to have good achievement in writing. It means that writing is important in teaching and learning English which should be mastered by the students. Therefore, students have to be able improve their writing achievement and also study about the aspects which is needed to produce a good writing. In addition, writing makes students active to learn and deliver their ideas into written form. The goal of teaching writing is to make the students are able to have good achievement in writing.

**Table 1.1**

No	Class	Mean Score of mid test
1	VIII 1	49.36
2	VIII 2	54.13
3	VIII 3	57.56
4	VIII 4	50.5
	<b>KKM</b>	70

*Source: English Teacher of MTsN 6 Solok*

Barli Bram (1995:25) said “for most beginning writers whose mother is not English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability construct grammatical sentence. Most of the students were still confused how to construct sentence correctly. And then they were difficult to express their ideas. Therefore, the teacher should be creative in teaching. So before write, they students should make planning in order they knew what will they wrote.

Based on statements above it can be assumed that the effect of Word Splash technique toward students' writing skill in recount text at Islamic Junior High School. The appropriate method, technique, or strategy can solve the difficulties of student in writing. Susan Fawcett (2011:3) states that writing is not a magic ability only a few are born with, but a life skill that can be learned. It means, actually students can write if they want to learn and break the troubles that impede the ideas in their mind. Students need strategy to think easily and get aim to what they will write. From the reason above, to overcome students' problem in writing is need an appropriate technique, methods or strategy.

One of the techniques can be used for improve students' writing skill is a Word Splash technique. Capelli and Dorfman (2007:243) state that an interesting way to help your students develop an understanding of both sentence structure and parts of speech is by doing a "Word Splash". In addition Perez (2002: 28) also explain that Word Splash is a technique to introduce key vocabulary for students.

This technique support by several expert such : Riani Siturus(effect of using word splash strategy toward reading comprehension of the second year students at state junior high school 5 Bagan Sinembah in year 2013). Intan Permata Sari (teaching reading comprehension by combine word splash strategy with teammates consult strategy for senior high school students) can be solved by the interesting method, strategy and technique that used in the process of teaching and learning writing. In addition by different researcher:

Melza Hastuti (The Effect of Word Splash Technique Toward Students, Writing Skill on Recount Text at Class VIII of State Islamic Junior High School Lubuk Sikaping in year 2013).

## **B. Identification of Study**

Based on the background above, the researcher identifies some problems faced by students in writing recount text. They are:

1. Many students still confused when they want to write good paragraph.
2. They just waste their time by do nothing when they want to start writing.
3. Students were lack of variety in vocabulary choices, therefore they do not know how to express their idea in writing.
4. They cannot compose a sentence correctly and they also cannot put the right words down becoming a good sentence because many students have low ability in grammatical structure

## **C. Limitation of the Problem**

Related on identification of problem above, the researcher focuses on improving vocabulary in writing. In conducting, the researcher needs any technique to help the students in teaching and learning English process especially in writing recount text. The researcher is interesting to conduct

Word Splash technique toward students' writing skill in recount text at class eight Islamic Junior High School 6 Solok.

#### **D. Formulation of the Study**

The problem of the research is formulated as the following:

“Is there any Significant difference on students' writing skill between those who are taught by using Word Splash technique and those taught by using conventional technique at Islamic Junior High School 6 Solok?”

#### **E. Purpose of the Problem**

The main purpose of this research is to find out significant difference of students' achievement in writing skill between those taught by using Word Splash technique and those taught by using conventional technique at Islamic Junior High School 6 Solok?”.

#### **F. Significances of the Problem**

By doing this research, researcher hopes that Word Splash gives the contribution for the teacher, the students, the reader, and the researcher. First, it is used for the teacher will get information and description about the effect of Word Splash Technique toward students' writing skill on Recount text. Second, for the students it will be used to give the solution how to transfer their idea into written form and they have motivation, information and knowledge in writing Recount text by using Word Splash to plan and write. . Third, for the reader it will be useful to know how to analyze students' ability



in writing. Forth, for the researcher knows the effect of Word Splash Technique toward Students' writing skill on Recount text.

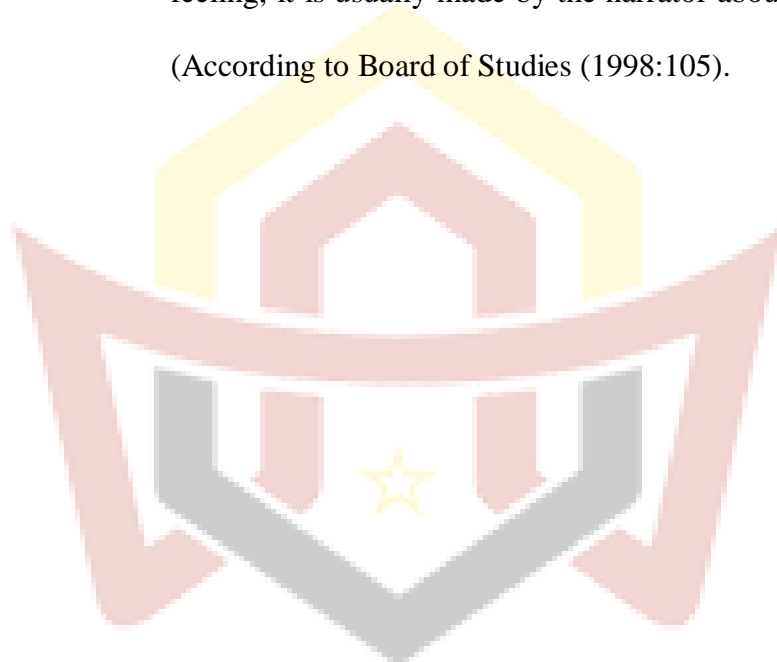
### **G. Definition of the Key Terms**

This study is an experimental research with the title the effect of Word Splash technique towards students' writing skill in Recount Text. It is carried out for the eight year students of in the academic year 2017/2018. The followings are the key terms used in the research:

**Word Splash** : According to Kathy Perez (2008:28), word splash is a creative engaging way to introduce key vocabulary to your students. Modified from the "word storm strategy" (Klemp 1994) and similar to impression, this active pre reading strategy not only reinforces students vocabulary knowledge and ability to make purposeful prediction but also serves as a technique to boost comprehension and enhance writing performance.

**Writing** : According to Nunan (2015:78) stated that writing is the mental work of making ideas, thinking about how to develop them, and organizing them into statement and paragraphs that will be clear to a reader. It meant that writing was important to make a sentence, paragraph or text.

Recount Text : Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount is to tell a sequence of events so that it entertains. The story of recount has expressions of attitude and feeling, it is usually made by the narrator about the events. (According to Board of Studies (1998:105)).



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