

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English, a learner is expected to master the four basic language skills, that are listening, speaking, reading and writing. 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.

Writing is a good way to develop English ability. It is supported by Ann Raimes in her book *Techniques in Teaching Writing* that writing has three important roles in students' learning when they write; first, writing fortify the grammatical structure, idioms, and vocabulary; second, by writing students have a chance to be daring with the language; third, when they write, they have effort to express their idea and automatically become very involved with the new language. It means by writing students will be able to learn any aspects of language like grammatical aspect and language used.

As a good teacher, there are many efforts that should be done to create an effective teaching and learning process. Being creative in teaching english to children is really important to make the classes interactive, dynamic and interesting. In teaching and learning english for children, materials and technique should be interesting so that they make children motivated to learn english. Moreover, media used in the teaching and learning process should be interesting as well.

However, the teacher using media and technique that interesting, it is not easy make the childrean increasing their motivated. 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 writers' observation and interview result when the researcher was PPL in SMP Negeri 1 Bayng on September, 14th till October, 17th 2017 in the three meetings, there were many students had difficulty writing. It can be seen that 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 can be occurred because the students confused and do not know what to do or what to write. This happen because of some problems that faced by students when they start to write. According to Depdiknas No 17, 2013 in curriculum 2013 students are asked to be able to arrange some texts like recount and descriptive text. The researcher tried to increase and improve students writing recount text because the purpose of this text is to tell something happen in the past. students will be interested if they are asked to write their personal experience.

Table 1.1


Students' Mean Score in Daily Writing about Recount Text

Sample of Class VIII						
Total students	Writing Score Components					Total Scores (100)
	Cont (30)	Org (20)	Voc (20)	Lg (25)	Mec (5)	
20	283	159	156	155	42	795
Mean Score	14.2	8	7.8	7.6	2.1	39.7

Source: Sample Writing Performance of Students at Junior High School 1 Bayang

The table above was assessing by using Jacob's writing criteria (1981:90). From the table above, we can see students' writing in recount text got low score. The mean score of students' writing test is (39.7). In general, the students got poor on all of writing components such as content, organization, vocabulary, language use and mechanic. It means that they did not have satisfying result in writing skill.

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.



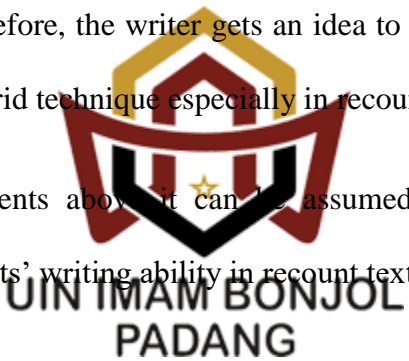
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One of the technique can be used for improve students' writing skill is a Group Grid Technique. Barkley (2013) stated that collaborative learning is learning process that each member of the group contribute their information, experience, ideas, attitudes, opinions, abilities and skills to improve their understanding together. It means that group grid can motivate students to be active in sharing their idea and experience each other in a group. By using Group Grid can make students active to create the sentences in a paragraph. Group Grid collaborative is a collaborative learning technique that instructs students to choose some words each given by the teacher related to the material. Students in small group choose the words and write them on table. After that all students in each group collaborate their words to be sentences. Students must choose the words related to

the paragraph given by teacher. Group Grid helps students to find vocabularies and exchange ideas.

There are many experts have done to research in the group grid technique, such as Silvia Urunami, Dwi Anggani Linggar Bharati, Abdurrachman Faridi (group grid and roundtable for teaching writing of descriptive text in year 2017), Rebecca Oxford, David Crookall (Vocabulary Learning: A Critical Analysis of Techniques in year 1990), Dian Candra Prasetyanti in his research (Developing Students Writing Skill on Reccount Text By Using Photograph and Group Grid Technique Academic year 2014/2015). From the three relavant studies above, the writer interest in the creative writing that hs been used in the previous study. Therefore, the writer gets an idea to do further reserch about teching writing by using group grid technique especially in recount text.

Based on statements above it can be assumed that the effect of group grid techniques toward students' writing ability in recount text at junior high school



B. Identification of Problem

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

1. Students lacked of vocabularies variety in vocabulary choices.
2. They can't put the right words down becoming a good sentence or paragraph.
3. Students had an idea to write but they still confused how to develop it into the coherence paragraph.
4. Students did not pay attention when teaching and learning process.

5. Students may had little interested in learning English writing.
6. Inability of the teacher to conduct a variation of technique in teaching writing recount text.

C. Limitation of the Problem

Related on identification of problem above, the writer focuses on improving organization, vocabulary and language use in writing. In conducting the research need any techniques to help the students in teaching and learning English process especially in writing recount text. The researcher is interesting to conduct Group Grid Technique toward students' writing ability in recount text at eighth grade junior high school.

D. Formulations of the Problems

The problem of this research is formulated as follows

Is there any significant different of students' writing skill on Recount Text who are taught by using Group Grid Technique and the conventional one.

E. Objectives of the Study

The main purpose of this research is to prove whether or not the students who were taught of Group Grid Technique had better writing skill in writing recount than those who were not at Junior High School 1 Bayang. Futhermore, to describe the scores of each component such as content, organization, vocabulary, language use and mechanics on students' writing skill in Recount text.

F. Significant of the Study

The reader : It will be useful for the reader to know the effect of Group

Grid Techniques toward writing ability in recount text.

The Teachers : The teacher, especially the English teacher will get

information and description about the effect of Group Grid Technique toward students' writing ability in Recount Text.

The Students : After the students are researched, they have motivation,

information and knowledge in writing Recount text by using Group Grid Technique to plan and write; create the sentences which are cohesive, coherent and systematic.

The writer : By conducting the study, the writer knows the effect

Group Grid Technique Towards Students' Writing Skill on Recount Text.

G. Definition of the Key Terms

This study is an experimental research with the title the effect of group grid technique towards students' writing skill in recount text. It was carried out for the eighth year students of Junior High school 1 Bayang in the academic year 2017/2018. The followings are the key terms used in the research:

Group Grid :Group grid is some techniques in collaborative learning are

given pieces of informtion and asked to place them in the blnk cells of a grid according to category rubrics.

(Barkley : 2013)

Writing : Writing skill is learning to write by students, so that the students will simply to write down (English letters, word, and possibly sentences in order to learn the conventions of the orthographic code) (brown: 1994)

Recount text : Recount text is one of story genre, containing about retell events for the purpose of informing or entertaining. (Rudi Hartono, 2005:6)

