

## CHAPTER I

### INTRODUCTION

#### **A. Background of Problem**

English as an international language that relates so many people in the different countries should be mastered to face globalization era. Therefore, English becomes one of the main subjects that are required by every school to be comprehended by the students. Writing is one of the skills that should be mastered by English language student (ELS) beside speaking, listening, and reading. Writing means developing, exploring ideas, and gathering the information. Writers have responsibility to express their idea written, because the core of writing process is showing writer's ideas clearly and make reader understand about it. Because of that, writer should be considered many elements to make the product of writing understandable.

Unfortunately, for many students writing becomes a difficult skill. According to Brown (1994:320), writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar, and the punctuation. David (2011) States that writing is a complex process. Learners are expected to develop an idea that may or may not be their own into a fully articulated product while paying attention to linguistic features of the target language that they might not yet possess.

In the 2006 KTSP curriculum, the standard competence of writing understands the meaning of the texts monologue/essay form of report, narrative, and analytical exposition accurately, smoothly, and acceptable in the context of daily life and access to science, furthermore, the basic competence of writing in the curriculum emphasize that writing is understand and respond to the meaning of the text monologue/essay that variety of written language accurately, fluently, and thank in text form.

Models of learning English in School-Based Curriculum (2006) based on the type of text or genre. School-Based Curriculum (2006) is started that in teaching writing students of the second year of Junior High School should be able to write various kinds of texts and genres. It can be seen in Permendiknas about Standard of Education:

*“Expressing meaning in written form of interpersonal discourses and simple transactional, formal or informal, in the forms of recount, narrative, procedure, descriptive, and report, in context of daily life”.*

Based on the interview with one of the English teachers who teaches at Junior High School Luhak Nan Duo, the research found that many students got difficulties in producing the texts, especially a recount text. The researcher found constraints related with the failure of students in their writing. Generally, the students cannot master and understand how to write well, such as by considering the components of writing; content, organization, and mechanics and so on.

Furthermore, the researcher found that the students were lack of vocabulary. Most of students, they were lazy to bring a dictionary when they studied English, so that they were difficult to find the meaning of the word. They preferred with the other friends works. As a result, they were not able to make a good sentence or good paragraph by themselves. Beside that, most of the students kept silent and did not do anything if the teacher asked them to write English. When they were asked why they kept silent, they answered that did not understand anything. These cases were causes by their lack of vocabularies, so when they were asked to write, they did not know what should they write.

Furthermore, they still did not understand how to start writing. When assigned to write, they students were confused and they do not know what their writing will be about and how to start it, grammar wasn't arranging, unsystematic, unsuitability between main idea and topic sentences, etc. They did not know where they wanted to start their writing. They felt difficult to rearrange easy sentences, let alone to create a text.

Writing is not students' interesting activity. The students say that they do not like writing because it is boring that could make them getting sleepy when they are writing. They like better speaking to their teachers' explanation than writing. When they are in writing activity, they always ask the teacher to translate every word to Indonesian language or English. So it influenced the students writing ability.

Meanwhile in from the teacher's side, the researcher found that the teacher did not use any teaching aids. Media is a tool that used by teacher as method and technique used to increase the effectiveness of communication and interaction between teacher and students in teaching learning process especially in English writing.

Moreover, the technique or strategy is used by the teacher does not catch students' interest. The teacher did not explain the purpose of the study. The teacher did not explain how to write the good sentences or good paragraph. In reality, the teacher's strategy or technique was still monotonous such as; lecturing, questioning and answering, tasking, discussing. This activity always run in average school since many years. Its result, the students are bored in writing activity.

Based on the preliminary research in Junior High School Luhak Nan Duo it was found that students' ability in writing was still low. The table below is evidence that writing ability is difficult for students in the second years of Junior High School Luhak Nan Duo. This data I got from English teacher, she is Ertati S.pd. It can be seen in table below:

**Table 1.1****Students' Writing Score at Class VIII**

Total students (24)	Mean score of writing components					Total score	Criteria of Minimum Standard  76
	Content (30)	Organization (20)	Vocabulary (20)	Language use (25)	Mechanics (5)		
Mean Score	19,4	14,2	12,1	15	2,4	63,1	
<b>Ideal scores</b>	30	20	20	25	5	100	

*Source: English teacher of Junior High School Luhak Nan Duo.*

The table above shows the data about student's achievement in writing. It's assessed by Jacob's writing criteria. This is also an indication that the students have not produced writing product successfully yet. The students get poor on the components of writing such as content (19,4) and organization (14,2). Besides, they get fair on vocabulary (12,1) and language use (15). However, they get very poor (2,4) on mechanics. Generally, the students cannot master and understand how to write well, their score under 76 (criterion of minimum score).

Relation to the fact above, the researcher tried to use scamper technique to make the students more interested and enjoy in writing lesson. In this research, the writer would try to use Scamper Technique. Scamper technique is an

acronym for idea spurring verbs to improve objects or generate ideas. Scamper stand for “S” Substitute, “C” Combine, “A” Adapt, “M” Modify, “P” Put the Other Uses, “E” Eliminate, and “R” Rearrange. In this case the researcher will use Scamper Technique; it can used to help students develop new thought and new ideas (Bob Eberle in Mowat, 2007:25).

In our religion Islam, Allah asks people in Holy Qur’an to always keep helping each other and discussion if we found some difficulties. It is appropriate in Ath Thuur 41:

أَمْ عِنْدَهُمُ الْغَيْبُ فَهُمْ يَكْتُبُونَ ﴿٤١﴾

Meaning : *what do they know about mysterious so they write?* (At Thuur: 41)

This verse conveys us that we should always discuss our problem with other people if we can’t solve it. Small group discussion technique can help students to practice their speaking and ask their friends if they find some difficulties without feeling shy.

Based on those explanation, the researcher interested to apply this technique in the process of teaching writing recount text the research on title: **“The Effect of Using Scamper Technique to Students Writing Ability in Recount Text at Class VIII Junior High School Luhak Nan Duo”**.

## **B. Identification of Problem**

Based on the background above, most of Junior High School students still had difficulties in writing. There are many problems that faced by the students dealing with English, especially in writing a recount text. They are confused how to start to write, grammar isn't arranging, unsystematic, unsuitability between main idea and topic sentence, etc., The students do not know how to transfer and develop their ideas in written form and make a link among the ideas. Then, the approach used by the teacher is not interested to the students and not appropriate anymore. So, they have low motivation to write in English.

The second problem that was found, from the data and interviewed with English teacher at Junior High School Luhak Nan Duo that the students found difficulties in writing lesson because they do not know how to start writing and less interested in writing lesson. Therefore, the researcher was interested to use a technique that can help students to write and interest to implementation Scamper Technique in which help students to develop new ideas and critical thinking.

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

Based on the identification of the problem above, the researcher was interested to conduct the research the implementation of scamper technique in teaching writing especially in writing recount text at Junior High School Luhak Nan Duo at VIII class students.

#### **D. Formulation of the Problem**

Concerning to the problem above, in general the writer formulated the problem as follow:

1. Does Scamper Technique improve students writing ability?
2. To what degree does Scamper Technique improve students writing ability?

#### **E. Purpose of the Study**

The purpose of this research are to prove whether scamper technique improve student' writing. To achieve this purpose, it is necessary to describe the following indicators such as: content, organization, vocabulary, language use, and mechanic.

#### **F. Significance of the Study**

This research hopefully can give contribution to the teacher in improving their students' ability in writing. It's hoped that it can give contribution for teachers in assessing students' writing. Then, it can give contribution to other researchers who are interested in this related research.

In school based curriculum and character education, writing is one of the skills to be mastered by the students. They are required to understand and write the texts in order to fulfill the competencies in curriculum. By conducting this



research, it is expected that the students gain essential perspective about the importance of producing a text by considering the five components of writing. This research is useful for the researcher as the addition of knowledge and experience in conducting teaching for the next.

### G. Definition of Key Terms

- Effect : Result of consequence of an action
- Technique : A particular way of doing something (Hornby, 2003:1388)
- Writing : The process of transferring the ideas from the writer to the reader that will be done in this study
- Writing ability : The skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.
- Scamper technique : Acronym for idea spurring verbs to improve objects or generate ideas. Scamper stand for “S” Substitute, “C” Combine, “A” adapt, “M” Modify, “P” put the other uses, “E” Eliminate, and “R” Rearrange.