CHAPTER I

INTRODUCTION

1.1 Background of study

Language is very important for someone to communicate with others. People need to communicate to understand each other. Therefore, language is essential for life. Without language, it is impossible to communicate within society. On the other hand, language as a system of communication enables humans to cooperate. English is one of language which has an important role as one of communication devices. Today, mastering English is an important thing to do because it’s used widely in every aspect of our life, such as knowledge, education, business, and entertainment. The ability in using English is an obligation for us as one of communication devices in this globalization era.

According to Patel & Jain (2008:2) English is a link language. It has greatly contributed to the advancement of learning. It reflects in our ways and view. This statement shows that English becomes a part of language that can develop the students in learning. In language teaching, there are four skills that must be mastered by students. They are Listening, Speaking, Reading, and Writing. Those four are still specifically categorized into two that are receptive and productive skills. Listening and reading are categorized as receptive skills while speaking and writing are productive skills.

According to Cohen and Reil as cited in Ariningsih (2010), writing is a way of sharing observation, information, thoughts, or ideas with ourselves and
others. In short, writing is a communication act. Writing is usually directed into specific purposes. For the students, it can be an opportunity for them to express themselves through written form. Writing can also develop an understanding of an issue for every writer through organizing their ideas through piece of paper.

Writing is considered as the most difficult skills of English to master. Yet, it is one of the skills that should be mastered by every student. Bryne cited in Ariningsih (2010), said that there are three problems that may handicap the student to develop their writing skills. They are psychological, linguistics, and cognitive problems.

English is taught in primary school, junior high school, senior high school, and even in university level. English teachers should realize that the ultimate goal of teaching English in junior level in Indonesia is to develop the learners’ communicative competence in oral and written form (Ruis et.al, 2009:17 cited in Putriyanty). Creating and choosing the appropriate techniques and methods of teaching English are what English teachers should do in order to get a good result and to avoid the students’ boredom.

In the first grade of junior high school, the basic competence that should be achieved by the students in writing English subject is the ability to develop and produce written simple functional text in descriptive text. However, the writing ability of VII grade students at MTSN Mendoyo still show disappointing result for students themselves as well as teacher. Based on an interview, the teacher uses writing materials and activities mostly from the textbook and the teacher uses Contextual Teaching Learning (CTL) which are not effective to encourage and
support students’ learning especially in writing. Students find difficulties in writing certain types of text, especially descriptive text. In writing descriptive text, the writer is required to have good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Students also complain that they cannot think of anything significant enough to write. They do not know how to organize their ideas and some of them do not even have any idea. With those problems, students find writing as a difficult task. It makes them less interested in writing.

The researcher for the current study conducts observation in MTSN Mendoyo from January 28, 2016 – January 30, 2016. The researcher found some problems dealing with writing as follows: (1) students lacked in vocabulary mastery; (2) students lacked in grammar and sentence structure mastery; (3) students could not express their idea in a good writing; (4) students had trouble to arrange sentence from jumbled sentence; (5) students lacked in spelling word. From those indicators, the researchers found some reasons why those problems arise. (1) the students felt that writing was difficult to learn. (2) the students were not accustomed to use English, especially in writing. (3) the students were afraid to make mistake in writing. (4) the students have limited time to practice writing at school.

Jumbled sentences have been widely known as the most effective way of teaching by many English teachers. Many studies on the implementation of jumbled sentences have been conducted. Some of them were conducted by
Putryanty in (2013) and Nurhayani in (2012). Putryanty conducted a research on the implementation of jumbled sentences in teaching writing at eight grader students at SMP Negeri 1 Pabaruan and she proved that using jumbled sentences in teaching writing skill was effective and it did increase the students’ ability in writing. Nurhayani (2012) conducted a research at 4\textsuperscript{th} grade students and the result that using jumbled technique is effective for primary students.

Based on the statements above, the researcher is interested in conducting a research which is entitled as “IMPROVING THE ABILITY OF THE SEVENTH GRADE STUDENTS IN WRITING DESCRIPTIVE TEXT THROUGH JUMBLED SENTENCE AT MTS NEGERI MENDOYO”.

1.2 Statement of the Problems

Based on the background of the study above, the researcher atempts to discuss the problems that stated below:

1. How does the teacher implement jumbled sentence at seventh grade student at MTS Negeri Mendoyo?

2. How does jumbled sentence can improve writing skill at seventh grade students at MTS Negeri Mendoyo?

1.3 Purpose of the Study

1. To describe how teacher implementation jumbled sentence in writing descriptive at seventh grade students at MTS Negeri Mendoyo.

2. To find out how jumbled sentence can improve writing skill at seventh grade students at MTS Negeri Mendoyo.
1.4 Significance of the Study

The result of this study is expected to be useful for:

1. The teachers

The researcher expected this study will provide English teachers with the knowledge that jumbled sentences can be used as a teaching technique.

2. The students

The researcher expects that the students will be enthusiastically motivated improving writing skills through the use of jumbled sentences.

3. The next researchers

The researcher expects that this study can be used as one of the sources for the next researchers and it can enrich and expand the knowledge in English education.

1.5 Scope and Limitation

The scope in this study is the seventh grade student at MTSN Mendoyo. As the limitation the researcher focuses on the implementation of jumbled sentence in writing descriptive text in teaching writing skill due to the fact that the students’ ability in writing is still considered very low.

1.6 Definition of Key Term

In order to avoid misunderstanding in terms and contents of the topic in this research, it is necessary for the researcher to define the key terms in this research:
1. Writing

Writing is the use of arranged graphic symbols to form words and sentences (Bryne, 1997, p.1 cited in Ariningsih).

2. Teaching writing

Teaching writing is work in the classroom falls on a continuum from copying to free writing (Scrivener, 1994, p.155 cited in Ariningsih).

3. Descriptive text

Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience but description also deals with other kinds of perception (Kane 2000:351).

4. Jumbled sentences

Jumbled sentence is a material of writing skill that trains the students to write random sentences into coherent paragraph or text (Putryanty, 2013)