Chapter 1: Introduction

This chapter describes basic consideration, problem statement, the aim of the study, the scope of the study and theoretically and practically of the study.

Basic Consideration

Writing is regarded as a productive skill for second or foreign language learners to master. Moreover, Harmer (2001 p.3) defined each skill has difficulties for the students but writing has become the most complicated skill to be learned because writing is a productive skill and it needs feedback. It also required complex thinking. Thus, the writing process is always involved thinking skill and creative skill because after we think the idea then we put into a language. Besides that, to be good writing, the writer needed to focus on several aspects of writing, such as content, vocabulary, grammar, spelling, punctuation, and capitalization. It means to be a master of writing we must follow the aspects of writing.

Moreover, based on the curriculum 2013 of the tenth grade in senior high school that the students are required to be able to write various types of the genres of text in writing. There are recount, narrative, procedure and descriptive text. Recount text is one of the genres in English that students should be master in writing skills. It also based on the theory can be studied easily because it retells students' experiences in the past. The purpose of the text is to inform or to entertain the readers. Moreover, there were some aspects that important to write this text, such as simple past tense, conjunction, and past adverbial time. In another hand, there are some generic structures of recount text are orientation (introducing the participants, place and time); events (Describing series of event

that happened in the past); Reorientation (Stating personal comment of the writer story).

However, there were many students have lack ability in recount text based on pre-observation in SMA Negeri 2 Dumoga. The students found some difficulties in how to make a good paragraph in recount text such as they did not know how to start to write, to arrange their ideas, to identify the generic structures, to use language features correctly of recount text. In addition, when the teachers also taught in the classroom they did not utilize the method that inappropriately for the students need in the learning process. In fact, the teacher has applied the Leatoring method. It was the student's just listen and sometimes pen down some notes if necessary during the learning process, combine the information and organized it. As a result, students' ability in writing was still very low. It caused by the method had several weaknesses for the students and inappropriate based on the students needed. There are, some students did not active in the learning process and did not involves intensively in a written paragraph. As a consequence, it made the students bored to learn English and they did not know how to start to write correctly by the aspects of writing. All in all, the students should master the language features and generic structure of recount text genres, but in fact, they did not know how to write a good paragraph in recount text.

Hence, there are some study was conducted with the same problem utilizes different kinds of method to influence students' writing ability in recount text; Brainstorming by Omidvari in 2018, Picture Series by Saputri in 2014,

Environment - based materials by Hapsari & Ratna in 2005, Photographs Method by Indah in 2010 and etcetera. However, the researcher used another method, it caused by related to the students needed in the learning process of writing, and it is known as the scrambled sentence. This method involved intensively of the students to write a paragraph, guide the students on how to start to write and arrange their idea into a paragraph, active in the class, build the students interest and give motivation for them when they are written. Meanwhile, Freeman (2000, p. 133) said that scrambled sentences are part of communicative language teaching activity and it is usually used by the teacher in the classroom. Further, scrambled sentences also were one of the other activities that used to improve students' writing ability.

In addition, the students are given some sentences with scrambled order and they organized the sentences into good order and they make a good paragraph based on the sentences. Moreover, this method minimizes student's unwillingness of writing skills and helps students to encounter their problems in writing. Therefore, the students' need to build a writing method to help them was getting the best way to write successfully. It is indicated that the scrambled sentences method is a good method to influence the student's ability in writing Paragraphs. Besides that, the study of scrambled sentences method has been previously conducted by some researchers. The first study has been conducted by Eva Nofia in 2010, entitled "The Application of Scrambled Sentences in Improving Writing Skill" and the second study by Mundhisari in 2017, was conducted "The Effect of Using Teaching Narrative Text Using Scrambled Sentences Toward Students'

Writing Ability". Both of these studies showed that students who were teaching by using the scrambled sentences method Influenced significantly student's writing ability in writing a paragraph.

Thus, to solve the problem above, this study is aimed to find out the influence of teaching recount text using scrambled sentences towards students' writing ability. The study will be conducted at the tenth grade of SMA Negeri 2 Dumoga in the academic year 2018/2019.

Problem Statement

Based on the background above, the formulation of the research question can be seen as follows:

Can the use of scrambled sentences influence students' writing ability in recount text or not?

Aim of the study

The aim of the study to find out whether the scrambled sentence can influences students' writing ability in recount text.

Scope of the Study

Regarding the research question that scrambled sentences influence students' writing ability in recount text is the topic of this research, then the recount text is the area of researching the problem. It is conducted in SMA Negeri 2 Dumoga. Furthermore, the participants of this study are the tenth grade students.

Theoretically and Practically of the Study

There are theoretically and practically of the study as follows:

Theoretically.

It will give information of a new knowledge about the use of Scrambled

Sentences method to develop students' ability in writing recount text.

Practically.

The application of Scrambled sentences method will make the students

inte`rested in teaching learning process. Moreover, it helps them to improve

their ability in writing recount text.