

1. INTRODUCTION

This chapter discusses certain points related to background of the problem, formulation of the problem, objective of the research, use of the research, scope of the research, and definition of term clarified like the following.

A. Background of the Problem

According to the objectives stated in 2006 Curriculum for SMP. Guideline of School Based curriculum (Depdiknas: 2006), which is applied by the government for all schools in indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in KTSP for English subject, there are four skills to be mastered, they are listening, reading, speaking and writing. Concerning with the language teaching based on KTSP syllabus in SMP class VIII especially for writing skill the students are able to express the contextual meaning in relation to writing and one for the English writing skills that the students at the second year have to study is recount text.

Bramer and Sedley (1981) said that the readers need, not surprisingly, correspond with the traditional three parts of written discourse : content, structure, and style. They will need to identify the main point and the supporting point in the student's

content. They will need sentences and words that convey the writer's idea accurately.

Although English has been learnt for many years, it is still found that Senior High School graduates still cannot understand and use English well either in written or oral form. A lot of students complain that they do not know how to write and they cannot link sentences into coherent ideas. Furthermore, a lot of students know or have the ideas of what they are going to write but they do not know how to put them into words. It means that many students still have difficulties in expressing their idea in written form, especially in paragraph writing.

Writing is also important for students to learn since it is one of productive skills, which is frequently used to convey the ideas in communicating with others.

Students are expected to be able to express their idea in written form, especially in the form of the text. And it is important for students to master English in written form since Junior High School because, there will be lot of types of written form that should be learnt in Senior High School level, for example, narrative, recount, report, news item, procedure, spoof, etc.

The data when the writer did preliminary test of writing recount text, done in class VIII.3 of SMP M.1 Gadingrejo. This class consists of 36 students. The result of preliminary test shows they mostly failed in gaining the minimum standard score that has been stated by that school, which is 65 for writing skill (see Appendix 2). There were 20 students failed because their score did not pass the minimum standard score. There were some problems encountered during teaching

learning in class VIII.3 in SMP M.I Gadingrejo related to their writing skill. The students could not express their idea in written form since they found writing was difficult to learn. Even though they had been given the topic to write, it did not automatically help the students to start writing. There are some problems, among others are listed as follows:

1. Most of the students find in class VIII.3 difficult to develop the idea in their paragraphs and to make the sentences in paragraph unified. Perhaps, it is because the teacher does not use appropriate techniques.
2. The students have problems in building sentences with appropriate grammar and vocabulary. Perhaps, it is because the teacher seldom gives modeling before giving a task.
3. The students are passive. In other words, in teaching learning process, the students hardly ever give question, comment, opinion, and answer question. Perhaps, it is because the teacher seldom gives group works or gives stimulus.

Logically, the students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they are able to improve their writing ability. There are a lot of activities that can be used in teaching writing such as jumbled sentences practice, guiding task, etc.

Jumbled sentences are a group of sentences arranged in illogical order. In this research jumbled sentences are chosen to practice in developing students' writing ability because it is a helpful technique in teaching writing. By rearranging the

jumbled sentences into logical order of a paragraph the students are expected to grasp the intended information.

B. Formulation of the Problem

In reference to the background above, the formulation of the problem is as follow:

1. How can jumbled sentences practice improve students' recount paragraph writing ability in part of content, organization, vocabulary, language use and mechanic?
2. How can jumbled sentence practice improve students' activity in teaching and learning process of writing recount paragraph?
3. How can jumbled sentence practice improve teacher's teaching performance of writing recount paragraph?

C. Objective of the Research

In relation to formulation of the problem above, the objectives of the Classroom Action Research are to find out:

1. Whether there is an improvement of students' recount paragraph writing ability in part of content, organization, vocabulary, language use and mechanic by using jumbled sentences practice or not.
2. Whether there is an improvement of students' activity in teaching learning process of writing recount paragraph by using jumbled sentence practice or not.

3. Whether there is an improvement of teacher' teaching performance of writing recount paragraph by using jumbled sentence practice or not.

D. Use of the Research

1. Practically, this study can be useful to the following addresses, they are :

- a. For of the Teaching Learning

By implementing Jumbled Sentence Practice through this classroom action research, the researcher as well as the teacher can improve the ability to teach, so the optimal result could be achieved in teaching learning process.

- b. For the students

Students, in this case, are the subjects of the research. With this classroom action research, hopefully students can actively involve in teaching learning process, so their ability in writing recount paragraph can improve.

- c. For SMP M.1 Gadingrejo

This research can give the information to the English teacher of SMP M.1 Gadingrejo about teaching writing using Jumbled Sentences Practice. Hopefully they could apply this technique to increase their ability in teaching English.

2. Theoretically

The result of this study can be used to support and extend the theories about Jumbled Sentences Practice.

E. Scope of the Research

This Classroom Action Research had been conducted at SMP Muhammadiyah 1 Gadingrejo. The subject of this research was the second grade of SMP M.1 Gadingrejo, class VIII.3 which consisted of 36 students. The researcher chose the second grade students with an assumption that they already have learnt about recount paragraph at the second year. In teaching and learning process, the researcher focused on the use of jumbled sentences practice to improve the students' ability in recount paragraph and make the students and teacher active in teaching learning activity. The material was adopted from 2006 English Curriculum of SMP.

F. Definition of key Terms

To avoid misunderstanding, here are the three terms that operationally needed:

- ✓ Writing is a language skill in which a person expresses his/her ideas, thoughts, expressions and feelings used to communicate to the readers in the written forms by using knowledge of grammar, vocabulary, mechanics and paragraphing arrangements (Raimes, 1983: 76).
- ✓ Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Orientation, series of events, and re-orientation) (Derewianka, 1990:145).
- ✓ Jumbled sentences are a group of sentences arranged in illogical (Manka, 1996: 38).