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CHAPTER I INTRODUCTION

A. Background of The Problem

Writing is one of the four English language skills that should be mastered by students because it is spoken in every single activity of human life. It can be noticed from the existence of writing in classroom activities, family communication, business, public relation, and other environments. Some of people choose writing as a communication skill rather than speaking since it is indirectly an effective way to share ideas, to inform news, express opinions, and persuade people. Consequently, people are trying to transfer messages, get something done, and work together around all aspects of social interaction.

In teaching writing, there are many strategies that can be used by the teacher. The strategies help the students to write properly. One of the strategies is looping strategy. According to Spack (1995:4) looping is a writing strategy in which the writer loop, or join, two or more free-writing passages and then reflect on what the writer have written. Furthermore, Leki (1998:4) stated that looping is similiar to freewriting, but it is more specific. It is useful especially when writer have many ideas at the same time. Looping can help writer to focus on subject of writer's thought, find the core or center of the writer's thought, and pinpoint a main idea on which to elaborate.

In writing activity, students may face problems to complete their writing. The students' problems may be caused by themselves, such as, dis-concentrated, lack of vocabulary, incorrect grammar, difficulties in developing and elaborating their

ideas in paragraph, difficult to find idea to write, could not provide good sentence, find difficulties to determine a title in writing, etc. It also may be caused by unappropriated strategy applied by teacher in teaching writing.

Junior High School 32 Pekanbaru is a school in Pekanbaru that taught writing in English subject. English is taught based on School Based Curriculum (KTSP). School Based Curriculum (KTSP) the objectives of teaching writing are clearly stated. Junior High School curriculum students are expected to be able to write and comprehend kinds of genre. Those are Recount and Narrative text.

Based on writer's observation at Junior High School 32 Pekanbaru, there are some problems found by students in writing ability. The first problem was the students did not know how to present their ideas clearly and meaningfully in written language. They also often confused to choose title of their writing. The second problem the students could not provide good sentence in writing recount text, specially the students also thought writing recount was not easy to write and they did not know how to write recount text.

The Third problem the students wrote incorrect grammar in recount text, for example the students do not understand well yet about tenses used in writing recount text for example, they still use present tense (verb I), whereas they have to use past tense (verb II). Therefore, there are so many students make the sentences grammatically error. Last, students were difficult to analyze word order, for instance, the students were motivated by writing recount text in learning English, they were happy when they were able to write recount text, and they realized that

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teacher always explained recount text easily, eventhough great part of them thought that generic structure of recount text was difficult to write.

There astrategy that can be used by the teacher in the classroom, it is Looping Strategy. It is astrategythat will help the students focus totheir thought on a subject, then the students can move from unfocused to focus writing. The focus in writing are stated as follows:

- a. Writing meaningful;writers can express themselves about topics that are important to them.
- b. managing or eliminating distractions.
- c. Doing one or both of the following: treat writing like a set task with a rigid schedule and demanding expectations; and/or give yourself space to find inspiration that can get and keep you writing.
- d. Remain seated and writing. Plan ahead so that when it time to sit down and write, you can do exactly (and only) that. If you keep having to get up to grab this or do that, you'll lose your concentration and writing momentum. If you can get yourself into the writing "zone," you want to stay there as long as you can.
- e. Choose a time or task focus. For most people, setting a time-based schedule for writing is the best way to ensure ongoing productivity.
- f. Prepare before you write. If you're writing a book of any sort, whether nonfiction or a novel, you're probably going to want an outline or some sort of idea of the storyline. If you're writing a report, gather your information before you write.

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Moreover, Smalzer (2005:4) stated that Looping is a way of free-writing in which the writers identifies and writes about new main ideas that arise as writer composed. Therefore, the writers have to identify them before they will try to make the next paragraph and make sure that there is a connection between one paragraph to the next paragraph. In addition, Elbow in Gallger (2006:38) stated that the looping is a useful strategy to help students exploring their thinking through writing and this strategy also enable a students to move from confused to focused writing. The result of looping strategy is usefull strategy for the students when they are trying to write everything that they have in their mind. This strategy will be able to help students in writing from general to specific paragraph.

Thus, the writer is interested in observing the problems above in to a research entitled "**The Role of Looping Strategy in Increasing Writing Ability of Recount Text at Eight Grade of State Junior High School 32 Pekanbaru**".

B. Problem

1. Identification of problem

Based on the problems above, the writer is going to identify the problems as follows:

- a. Students did not know how to present their ideas clearly and meaningfully in written language.
- b. Students could not provide good sentence in writing.
- c. Students wrote incorrect grammar in paragraph recount text .
- d. Students were difficult to analyze word order.
- e. Students had lack of vocabulary to express their idea in paragraph.

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- f. Students were not able to express the idea in writing recount text.
- g. Students were difficult to select a topic sentence and supporting idea in writing recount text.

2. Limitation of the Problem

Based on identification of the problem above, it showed that there were some problems faced by students in writing (how to do present their ideas clearly, can not provide good sentence, incorrect grammar, difficult to analyze word order, lack vocabulary to express their idea and difficult select a topic sentence). It is important for writer to limit the research problem on the role of looping strategy to increase students' ability in writing recount text.

3. Formulation of the Problem

Based on limitations of the problem, the writers formulated the problem of the study as follows:

- a. How is the implementation of Looping strategy to increasing students' writing ability recount text at eight grade of Junior High School 32 Pekanbaru?
- b. What are the roles of Looping strategy in increasing students' writing ability of recount text at eight grade of state Junior High School 32 Pekanbaru?

Objectives and Significances of the research**1. Objectives of the Research**

Based on the research questions above, the objective of this research is stated as follows:

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- a. To explain how the implementation of Looping strategy in increasing students' writing ability of recount text at eight grade of state Junior High School 32 Pekanbaru.
- b. To determine what are the role of Looping strategy in increasing students' writing ability of recount text at eight grade of state Junior High School 32 Pekanbaru.

2. Significance of the research

- a. To give some information to English teacher about teaching writing ability using Looping strategy.
- b. This research making is also to give some contributions to the students.
- c. These research questions are also expected to be the practical and theoretical information to the development of the theories in language teaching.
- d. To be references for other next researchers who have the same problem as the writer.

D. Definition of the term

To avoid misunderstanding of some terms in this research, the researcher provides definition of the term included in this research as follow:

1. Looping Strategy

Elbow in Gallagher (2006:4) states that looping is a useful strategy to help students explore their thinking through writing. This strategy enables a students to move from unfocused to focused writing. Moreover, Cowan in

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Gallagher (2006:4), Cowans states that looping is writing strategy in which the writer start with a subject and, without planning or consciously thinking, writing anything that comes into your mind on the topic.

2. Writing Ability

David Nunan (2005) stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers. Writing ability means the potentially capacity or the power of the students to present their opinion or to show up their idea in writing activity.

3. Recount text

Recount text is a text that retell the information or to entertain the readers. Akhmadi (2007) stated that recount text is one of the texts in reading that retell events for informing or entertaining.

E. Reason for Choosing the Title

These are several reasons why the title is about looping strategy and writing ability, as follows:

1. The title of this research is relevant with the writer's status as a student of English education department.
2. The problems of this research are not investigated yet by another previous writer.
3. The location of the writer facilitates the researcher in conducting the research.