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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is something important for human's life. Because only human being speaks language. As a language which is used by more a half of population in the world, English is the most widely used as an international language. English is a tool of communication among peoples to get trade, social culture, science and technology goal. English as an international language plays a very important part. Besides being used as a medium to communicate, English is also used to control the development of technology that requires us to learn deeper. As we know that language can be spoken and written. In the world of education, students are expected to master in the English competence to support their skills, particularly in writing.

According Torrance et. al (2007: 1) writing is a visual representation of spoken language. Whatever specific form of writing a writer is engaged in, they will have to be able to transcribe language according to the conventions of a particular writing system, and be able to decode visual symbols into their corresponding meanings. Furthermore Sokolik (2003: 98) argues 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 reader.



There are many reasons why writing is necessary to teach. One of them is to transmit ideas to people, especially for those who are a distance in time and space. Another reason is the writing process that helps you sort out and organize random thoughts, clarify what you really think and develop ideas. That is why people want to write because writing can be a medium to communicate with others in one community or wider world. If someone can write well, he or she can communicate well too.

School Based Curriculum (KTSP) provides writing as one of the skills taught and learned in Senior High School. State Senior High School 11 Pekanbaru is one of the schools in Riau province that applies School Based Curriculum (KTSP) as its guide in teaching and learning process. The time allocation of English subject is 2 x 45 minutes a week with duration of time 45 minutes for one meeting.

According to syllabus of State Senior High School 11 Pekanbaru in the second year, the standard competence in writing is to express the meaning in written language or essay in the forms of *recount, narrative, and procedure* in daily life context. And writer focuses this research only on writing recount text.

Some people say that writing is more difficult than other skills. It is because writing is a complicated productive skill. According to Syafi'I (2014:5) a writer will strive hard to perform the product of his writing in a good performance in all aspects of writing such as content, organization, vocabulary, language use, and mechanics. Moreover, a writer should know how to develop their ideas in writing. Besides, they must be able to arrange their



writing into cohesive and coherent paragraphs and texts. Therefore not all people can write. On the other hand, some people like more to express and pour their ideas into writing than to speak up, because they can express all of their feeling freely than to speak up. It means writing is an essential form of communication, Hughey (1983:33-34). In conclusion, writing is not a simple activity. Writing is a complex skill. Because writing is not only about express our ideas on the paper, but also must have good capabilities in writing. The writers must know all the components of writing and many aspects of writing, such as developing ideas, grammatical device, choice of words, and so on. Moreover, a writer should know how to build his messages into cohesive and coherent paragraphs in writing, so that people can read and understand its content.

Senior High School 11 Pekanbaru is one of the schools in Pekanbaru. Researcher found minimum mastery passing grade of English lesson at Senior High School 11 Pekanbaru is 75, but there were few students' achievement, still far from passing grade. The students' writing was far from curriculum. It could be proved by the researcher from the students' achievement, it is clear that some of the students still got difficulties in writing. Senior High School 11 Pekanbaru used KTSP curriculum. The curriculum was a basic educational component in teaching and learning process. In teaching English, this school developed speaking, reading, listening, and writing skill, but the researcher focused on writing skill learned by students. In line with curriculum, writing was one of the English skills and the students would be able to master this skill.



But in fact writing was not easy for students, especially for students who learned as a foreign language because English was not used in daily communication. So, it is more difficult to master English writing. As a result, writing of the students was still low. Based on researcher's observation at State Senior High School 11 Pekanbaru, the researcher found some symptoms as follows :

1. The students had problems in developing the topic.
2. The students had problems in writing words correctly.
3. The students had problems in developing paragraph of supporting idea.
4. The students had problems in starting writing.
5. The students had problems in the fear of making mistakes.

To solve the problem above, the researcher uses Jumbled Summary Strategy to improve the students' writing ability in case of recount text. It can help the students express their ideas or opinion in writing because sometimes they are blocked by limited ideas. Anastasia et al (2008: 17) state that students have to construct a logically ordered set of notes from this jumbled summary of brief points.

Jumbled Summary guides students to think about information that has been presented over a brief or extended period of time. In order to show that they know more than just the words that make up their vocabulary or key words in their reading, they write a summary of the ideas represented by those words. Until they can produce a coherent statement, it is difficult to prove that they possess information at a mastery level. According to Jared Dees (2010:



48), jumbled summary is the teacher presents a selection of randomly ordered vocabulary words or phrases and asks the students to assemble them in a logical order and make connections based on their understanding of the lesson.

Writing recount text means that learners are able to develop the skills to write the type of text or genre form of a recount. Text recount is one genre that tells an event or events that have occurred and/or experience events that have been passed and it is one type of genre that is taught from several existing genres. Based on the study, ideally learners are able to create a form of a recount. Because writing learners write is an idea or ideas that they experience in their lives. According to Ina Nastain (2014) recount is a type of genre, which has a social function to retell events for the purpose of informing or entertaining.

Based on the explanation above the writer is interested in conducting the research entitled **“The Effect of Using Jumbled Summary Strategy on Students’ Ability in Writing Recount Text at State Senior High School 11 Pekanbaru”**.

B. Problem

1. Identification of the Problem

Based on the background and phenomena above, the researcher would like to identify the problem as follows:

- a. Why did the students have problems in developing the topic?
- b. Why did the students have problems in writing words correctly?

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- c. Why did the students have problems in developing paragraph of supporting idea?
- d. Why did the students have problems in starting writing?
- e. Why did the students have problems in fear of making mistake?

2. Limitation of the Problem

The researcher needs to limit this research, because there are many factors that influence students' writing ability. In this research the researcher limits only on jumbled summary strategy in recount writing done by students at Senior High School 11 Pekanbaru.

3. Formulation of the Problem

Dealing with limitation of the problem, the researcher would like to formulate the problem as follows :

- a. How is the students' ability in writing recount text by using jumbled summary strategy at State Senior High School 11 Pekanbaru?
- b. How is the students' ability in writing recount text taught without using jumbled summary strategy at State Senior High School 11 Pekanbaru?
- c. Is there any significant difference of students' ability in writing recount text taught by using jumbled summary strategy and without using jumbled summary strategy at State Senior High School 11 Pekanbaru?
- d. Is there any significant effect of students' ability in writing recount text taught by using jumbled summary strategy and without using jumbled summary strategy at State Senior High School 11 Pekanbaru?



C. Objectives of the Research

Related to above assumption, the writer aims at knowing:

- a. To investigate the students' ability in writing recount text taught by using jumbled summary strategy at State Senior High School 11 Pekanbaru.
- b. To investigate the students' ability in writing recount text taught without using jumbled summary strategy at State Senior High School 11 Pekanbaru.
- c. To determine whether there is any significant difference between students' ability in writing recount text taught by using jumbled summary strategy and taught without using jumbled summary strategy at State Senior High School 11 Pekanbaru.
- d. To determine whether there is any significant effect between students' ability in writing recount text taught by using jumbled summary strategy and taught without using jumbled summary strategy at State Senior High School 11 Pekanbaru.

D. Significance of the Research

the result of this research are expected to provide useful information about teaching recount text by using jumbled summary at the second semester of tenth grade at SMAN 11 Pekanbaru. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher. The writer expects that the research will be useful for the English teacher who might use this technique when they teach recount text.



This research is also to fulfill one of the requirements to finish the researcher' study in Department of English Education of State Islamic University of Sultan Syarif Kasim Riau.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation of this research, it is crucial to define the key terms in this research as follows:

1. Jumbled Summary Strategy

Jumbled Summary is the teacher presents a selection of randomly ordered vocabulary words or phrases and asks the students to assemble them in a logical order and make connections based on their understanding of the lesson. In this research, this strategy is used to help the students to improve their English skills especially in writing (Jared Dees, 2010: 48).

2. Recount Text

Recount text is retelling the past events. They are usually written as a series of events in the order in which they happen. A recount also refers to a range of natural or man-made and social phenomena in our environment. Recount text means the text that is written by students of the second year at SMAN 11 Pekanbaru (Pardiyono, 2007: 63).

F. Reason for Choosing the Title

1. The researcher wants to know the students' ability in writing recount text and identifies the use of jumbled summary strategy in teaching and learning process.

2. The problem of the research is very interesting to be investigated in term of teaching and learning process. The teacher of English is required to build the students' ability in writing recount text.
3. The topic is relevant to the researcher as one of the students of English Education Department.
4. As far as the researcher is concerned, this research title has never been conducted by other researchers.

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