

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is the main component of teaching learning process. Writing is an active activity or process to create the written text which has function as a tool to connect between readers and writers. It is also an equipment to make the distance between readers and writers nearer. As Celce-Murcia says that “writing is an act of communication that suggests an interactive process which takes place between the writer and the reader via text”<sup>1</sup>. Writing also facilitates the writers to inform their theories to the readers in the future.

Writing is not only for communication, but also for learning something where the learners focus on. It is relevant with a recent study by Weigle that indicates “writing is seen not just as a standardized system of communication but also as an essential tool for learning”<sup>2</sup>. In teaching learning process, writing takes place in the big position as medium of learning sources. Writing is the first element that should be mastered and understood by the students, because writing is a key to show up the written sources as guidelines of teaching learning process.

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<sup>1</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Thomson Learning Inc, 2001, p. 207

<sup>2</sup> Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2009), p. 5

State Junior High School 4 Tambang Kampar Regency is one of the educational institutions in Kampar. As a formal education, writing has been taught in this school as one of the English subject components. Based on School Based Curriculum (KTSP) of Junior High School, the purpose of writing is to students be able to express the meaning of simple essay texts in the forms of descriptive and recount texts in daily life context<sup>3</sup>. It means that each student should be able to write the correct and good sentences. It is important for them, especially for English students. In the curriculum of State Junior High School 4 Tambang, English is taught twice a week with time allocation 2 x 40 minutes per meeting.

Based on the writer's preliminary observation of the second year student at State Junior High School 4 Tambang, the teachers had done many efforts to improve students' writing ability. But in fact, some of them still found some difficulties in writing recount paragraphs. There were some various phenomena found which can be seen in the following symptoms:

1. Some of the students still write the sentences in Indonesian language pattern in writing recount paragraphs.
2. Some of the students are not able to use good grammatical order in writing recount paragraphs.

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<sup>3</sup> Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP), (Jakarta: BSNP, 2006), p. 132

3. Some of the students get difficulties in arranging the sentences to write the good paragraph in writing recount paragraphs.
4. Some of the students are not able to choose vocabulary appropriately in writing recount paragraphs.
5. Some of the students have lack of vocabulary in writing recount paragraphs.

To improve students' writing ability on recount paragraphs needs a suitable treatment. Therefore, the writer applied an activity in teaching writing. It was the paragraph puzzle. It was effective to improve the writing ability of the students. It was the view of Means and Lindner that the paragraph puzzle is a great activity for helping students with nonfiction writing, where organizing idea is so much as a part of the writing process<sup>4</sup>.

Based on the explanation and the problems stated above, the writer was interested in conducting a research entitled: **“The Effect of Using Paragraph Puzzle toward Writing Ability of Recount Paragraphs of the Second Year Students at State Junior High School 4 Tambang”**.

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<sup>4</sup> Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Techniques*, (Colorado: Teacher Ideas Press, 1998), p. 114

## B. Definition of the Term

The topic of this research is the effect of using paragraph puzzle toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang. Avoiding misunderstanding and misinterpretation in comprehending this research topic, it is necessary to define some terms used in this research as follows:

### 1. Effect

Effect here refers to effect size. It is a measure of the strength of one variable's effect on another or the relationship between two or more variables<sup>5</sup>. Effect in this research refers to the implication of two different variables in an experimental research between paragraph puzzle (variable X) and writing ability on recount paragraphs (variable Y).

### 2. Paragraph Puzzle

The paragraph puzzle is a great activity for helping students with nonfiction writing, where organizing idea is so much as a part of the writing process<sup>6</sup>. In this research, paragraph puzzle means a technique that is used by the writer to know its effect toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang.

### 3. Writing Ability

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<sup>5</sup> Jack C. Ricards, *Dictionary of Language Teaching and Applied Linguistic Third Edition*, (Malaysia: Pearson Education Limited, 2002), p. 175

<sup>6</sup> Op. cit,

The term of writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed<sup>7</sup>. Writing ability in this research is the students' ability in writing recount paragraphs of the second year at State Junior High School 4 Tambang.

#### 4. Recount Paragraph

Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting<sup>8</sup>. In this research, this term refers to personal recount.

### C. Problem

Based on the writer's preliminary study at State Junior High School 4 Tambang, it was clear that most of the students were still getting difficulties in writing, especially in term of writing recount paragraphs. To make the problem of this research clear, thus the problems will be identified as follows:

#### 1. Identification of the Problem

Based on the background of the problem and phenomena that writer stated above, the problems of this research are identified as follows:

- a. Why did some of the students still write the sentences in Indonesia Language pattern in writing recount paragraphs?

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<sup>7</sup> Teaching English, *Definition of Writing Ability*, Monday, April 12<sup>th</sup> 2010, (Retrieved on 05 May 2013), <http://teachingenglishonline.net/definition-of-writing-ability/>

<sup>8</sup>Department for Education and Child Development, *Engaging and Exploring: Recount Writing*, South Australia, June 2007, p. 1 (Retrieved on April 24<sup>th</sup>, 2013) <http://thewritingsite.org>

- b. Why some of the students were not able to use grammatical order in writing recount paragraphs.
- c. Why did some of the students write ungrammatically in writing recount paragraphs.
- d. Why did some of the students have lack vocabulary in writing recount paragraphs.
- e. Why did some of the students have lack vocabulary in writing recount paragraphs.

## **2. Limitation of the Problem**

Based on the identification of the problems stated above, thus the writer limited and focused the problem of this research on using grammatical order, arranging the sentences, and choosing vocabulary in writing recount paragraphs.

## **3. Formulation of the Problem**

- a. How is students' writing ability of recount paragraphs taught without using paragraph puzzle of the second year at State Junior High School 4 Tambang?
- b. How is students' writing ability of recount paragraphs taught by using paragraph puzzle of the second year at State Junior High School 4 Tambang?
- c. Is there any significant effect of using paragraph puzzle toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang?

## **D. Objectives and Significance of the Research**

### **1. Objective of the Research**

- a. To find out students' writing ability of recount paragraphs taught without using paragraph puzzle of the second year students at State Junior High School 4 Tambang.
- b. To find out students' writing ability of recount paragraphs taught by using paragraph puzzle of the second year students at State Junior High School 4 Tambang.
- c. To find out the significant effect of using paragraph puzzle toward writing ability of recount paragraphs of the second year students at State Junior High School 4 Tambang.

### **2. Significance of the Research**

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for the students and the teachers of the second year at state junior high school 4 Tambang to be consideration in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the

world of teaching and learning English as a foreign language/ second language, and thus who are concerned in world of language teaching in general.

- d. Finally, these research questions are also expected to be the practical and theoretical information to the development of the theories on language teaching.