CHAPTER I

INTRODUCTION

A. Research Background

Language is a tool used by human beings to be able to exchange information and to get information from the interlocutor. Human beings communicate with each other to express feelings and to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, and declarations (Eifring, 2005, p. 2). Language as defined above is an exclusively human property. Whorf (as cited in Das, 2006, p. 4) stated that language determines one's entire way of life, including one's thinking and all other forms of mental activity. Therefore, language helps people to know and to get closer to a customs and culture of a foreign country. In this case English is one of the important international language to be learned.

English is an international language spoken and understood by most of the world's population. In Indonesia, the government sets English as a compulsory subject in schools because it is realized that mastering English becomes a necessity and a must for students in order to participate in educational, technological and scientific improvements and also for better job opportunities (Lauder, 2008). By mastering English, individuals can be confident when talking to foreigners, they can access lots of information written in English, and they also can learn more about foreign cultures in the world (Petruta, 2012). Almost every country uses English as

their introductory and second language in order to facilitate easy communication between nations of different languages. Hence, English becomes a global lingua franca and one of the oldest languages in the world.

There are four skills that students need to acquire in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be separated. This is supported by Summer Institute of Linguistics (SIL) International which stated that the four basic skills are related to each other by two parameters of the communication modes, oral or written and the direction of communication, and receiving or producing the message. Treiman & Kessler (2014, p. 10) also added that children learn to speak and understand beginning very early in life, and written language is learned later. Learning and teaching four skills are intertwined and children use not only their general-purpose learning skills but also their knowledge of language.

One of the productive skills, which is very important to be mastered by students, is writing. The lack of interest in writing for some students becomes boldly a problem, especially in teaching and learning activity that requires students to be able to produce their own writing. Nunan (as cited in Alves, 2008, p. 2) accentuated that writing is not a spontaneous skill or acquired easily; in fact, it is viewed as 'probably the most difficult thing to do in language'. Writing is a 'complex, cognitive process that requires sustained intellectual effort over a considerable period of time'. It is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Moreover, Zamel (as cited in Alves, 2008, p. 6)

mentioned that writing involves a process of 'generating, formulating and refining one's ideas'. Naturally, writing means pouring ideas and messages to readers through written text. It is very important for students to acquire the skill of writing to enable one to master how to write and how to draw their thoughts well.

The result of researcher's observation with the English teacher at SMA Pusaka 1 Jakarta showed that there are many factors why students were not interested in writing, such as: they were lazy to read so they lacked of vocabulary and grammatical knowledge, especially in using 'verb tenses' in sentences. They felt confused of putting their ideas and thoughts in writing. They also could not compose their ideas because they felt too hard to do it. These factors made them stop practicing writing.

In case of the verb tenses, the researcher found that most of the students, when they were asked to write their experiences or activities they have ever done, they did not use past tenses, but present tenses instead. In other hand, the technique that the English teacher implemented in the class was lecturing method. The teacher also stated that not all students easily understood what was explained and when the teacher asked them, only active students answered. The phenomena inspired the researcher to find out what methods or learning techniques which could be suitable for students in learning writing especially in recount text. The method that the researcher implemented is word-webbing.

The researcher considered that this method could help students in prewriting. Heembrock (2008) states:

> Word-webbing is collaborative version of a concept map. A word, phrase, or question the core was placed in a room writing as a stimulus. It is an activity with the goal to build vocabulary. In the middle of a blank sheet of paper, simply write a word, circle the word, brainstorm, and then write all the words adjectives, thoughts, and memories associated with word. (p. 50)

Thus, word-webbing is a graphic organizer strategy that provides a visual of how words or phrases connect to a topic, similar to mind mapping. It is used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing. Word-webbing (clustering or semantic mapping) is powerful tool in concept development and information exchange (Stone, 2007).

Word-webbing, sometimes referred to as mind mapping, typically involves writing down a number of thoughts and ideas. Then, students return to what they wrote and connect the dots to create a web that links together all of their individual thoughts. They need brainstorming before writing to express their ideas easily. Consequently, students will not be confused of what they should write and how they organize the ideas. In essence, the method of word-webbing is a tool where students can do their pre-writing. They can limit the scope of their writing through grouping of sub-topics. By doing this, students are expected to more easily convey their ideas in writing.

A great deal of studies has been conducted concerned with word-webbing. Indina (2015), for instance, found in her thesis that teaching by using word-webbing was higher than using lecturing method in writing narrative text. The next study by

Juanto (2016) concluded that the implementation of word-webbing method to improve students writing skill at tenth grade of SMK PGRI I Ponorogo was effective. It could be seen from the improvement of average of students' scores from 69.30% up to 100.00% in cycle II. And then, Fatimah (2013) in her thesis entitled "Using Word-Webbing Technique to Improve the Students' Creativity in Writing" conducted to the eighth grade students of SMP N 22 Surakarta revealed that students were active and enthusiastic during teaching and learning process. Also, Ariana (2015) in her thesis entitled "Webbing Technique to Improve the Students' Writing Recount Text" concluded that webbing technique was likely effective in improving students' writing skill in recount text.

Based on the problem and the previous studies above, the researcher decided to conduct an experimental research because this study has never been conducted before in SMA Pusaka 1 Jakarta especially to tenth graders. This study aimed to see whether word-webbing method was effective to tenth graders' SMA Pusaka 1 Jakarta in writing recount text. The researcher expected that this research could give insights in the idea of an effective technique to students' ability in writing recount texts.

B. Problem Statement

The researcher formulated the problem statement as: "Does word-webbing significantly affect tenth graders' recount text writing skill?"

C. Research Objective

The research focused on finding out if word-webbing significantly affected tenth graders' recount text writing skill.

D. Research Significances

This study hopefully could be beneficial to the followings:

1. To English teachers, giving new information about an effective method in teaching writing.
2. To other researchers, providing a good basis for next researchers to conduct further research.
3. To students majoring in English Teaching Study Program of Indonesia, giving insights on the idea of finding more alternative media and activity to develop students' ability in writing recount text.

E. Research Scope

The research was limited only to the tenth graders of SMA Pusaka 1 Jakarta of the 2017/2018 academic years. The research employed experimental method. The independent variable was word-webbing while the dependent variable was recount text writing skill.