

CHAPTER I

INTRODUCTION

A. Background of the Research.

In English teaching learning processes, the teacher of SMP must develop the four skills as stated in Curriculum 2006, namely: listening, speaking, reading and writing. It is hoped that by developing the four language skills students can communicate well. However in fact, many learners who have learned English for a long time still can't communicate well. It means that the four language skills have not been mastered by the students. It can be due to many factors namely teacher, students, teaching materials, teaching method, and teaching media.

Based on the objective of teaching learning English as a means of communication, teaching English must be focused on the four basic skills mentioned above. Learning English language means learning to use it for communication. To communicate means to give or exchange information by oral, namely listening and speaking or by written, namely reading and writing. Puskur (2004: 13) defines communication as” *upaya untuk memahami dan mengungkapkan informasi, pikiran dan perasaan serta mengembangkan ilmu pengetahuan, teknologi dan budaya dengan menggunakan bahasa tersebut*”. *Memahami* or to understand is a receptive skill including listening and reading; and *mengungkapkan* or to express is a productive skill including speaking and writing. There have been methods used by Larsen (2000: 43) to mean a coherent set of links between actions or

techniques and thoughts or principles offered by linguistics to achieve that goal. These range from the most traditional method such as The Grammar-translation to the more recent one such as Communicative Language Teaching. Each of the method has its own principle; and this causes different emphasis on the language areas and language skill.

As the methods of language teaching change from time to time, the school curriculum for English also changes in Indonesia. When Grammar Translation Method was popular, Indonesian students learnt English as knowledge. They study the theory or the rules of the language. So, language learning means memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. At recent time, the goal of English language learning is learning how to use the target language for communication. The newest curriculum is named as School Based Curriculum, the content of which is actually taken from the Competency Based Curriculum (CBC). Here the students are expected to master the language competencies with which students will be able to communicate.

Learning English at Junior High School according to the latest curriculum issued by Educational Ministry is aimed at developing communicative competence either oral or written to reach the functional literacy level (Permendiknas: 2006), that is the ability to use the language for daily life or to survive. This goal is formulated as English competence standard. There are four competence standards namely listening, speaking,

reading and writing.

The language teaching and learning must be addressed at achieving this competence standard the realization of which can be observed through the activity involved in communication. Teachers may have any techniques and approaches for their teaching as long as the goal is to make the students able to communicate. In writing, for example, teachers may use process approach, product approach, guiding writing technique and so forth but they must have the same final goal of writing that is making students able to write.

Here are the competence standards of writing stated in the latest curriculum (Permendiknas: 2006).

a) First year first semester

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

b) First year second semester

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive, dan procedure untuk berinteraksi dengan lingkungan terdekat

c) Second year first semester

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

d) Second year second semester

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

e) Third year first semester

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari hari.

f) Third year second semester

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari hari.

So, it is already obvious that by the end of the second semester of the second year of Junior high school, students are expected to be able to write functional text and short essay in the form of narrative and recount.

Teaching writing for students of SMP Negeri 1 Boyolali in the second semester of second year is aimed at making the students able to write functional text and short essay in the form of narrative and recount. In achieving this, the teacher should make good lesson plan, select suitable material, implement appropriate teaching technique, use interesting and representative media, and use authentic text. The teacher may expect his students' success in writing recount and narrative text. The success is referred

to the minimal passing score (KKM). The KKM of English in the second semester of second grade of 2010/2011 academic year is 70.0.

However, the researcher found out that the students of class 8 F of SMP Negeri 1 Boyolali, are still poor at writing recount and narrative text. This is seen from the observation during the writing class and the students' work. During the lesson, the students are very passive and have no courage in giving ideas or asking question. From the test given before the research is done, it turns out that they still have serious problem dealing with writing recount text. They seem to have difficulty in all aspects of writing: ideas organization, vocabulary, grammar, and mechanic. Their means score on the pretest is only 59.5. The score is a bit far from the minimum criterion. Some possible factors causing this problem are: lack of practice, unsuitable teaching technique, lack of teaching media, students' low motivation, and lack of students' learning resources or stimulus. Moreover, the habit of being shy in expressing ideas also contributes to this failure. When given task to write, they usually spend quite long time to start writing. They seem to have no ideas at all. If they do, they often do not know the English. When they write the ideas are often not put in a good order. The fact that English grammar is different from Indonesian makes the problem worse. It frequently happens that they just translate word by word from Indonesian into English. Such expression as *I to break a moment*, when they want to express *saya beristirahat sejenak*, or *I slept at 3 O'clock*, when they want to express *Saya tidur jam 3*. Those examples of expressions are sorts of the common

mistakes they often make. More than half of students in the class even still make mistakes on simple aspect of writing such as orthography including capitalization, punctuation, and spelling. Of these three, spelling seems to be the most serious problems. The following is one of the examples of the students' writing result – (AFT)

Went to grandfather home

Last mounth, I went to grandpa home. Because visited to grandpa home is the routine activity. I visited grandpa two week every. I when to grandpa home together my father, my mother, my brother and my sister. I when to grandpa to use car. I taste very happy.

I when to grandpa home at 08.00 am. I to arrive at 10.00am. After till I direct to joint to grandpa home. I to break moment. I ask my grandpa to back garden. In the garden, there is banana, mango etc. I sleped at 03.00p.m. I return home at 05.00pm.

Table 1.1 The example of the students' weaknesses in writing:

weakness	written	the correct one.
1. Spelling	* mounth * when	* month * went
2. Diction	* home * to use car * taste * break * sleped * return home * is * went	* house * by car * felt * rest/ take a rest * slept * went home * are * go

3.Structure	<ul style="list-style-type: none"> * Because visited grandpa home is the routine activity. * I visited grandpa two week every. * I to arrive at 10.00 am. * I ask my grandpa to back garden. 	<ul style="list-style-type: none"> * It is my routine activity to visit grandpa's house. * I visited grandpa twice a month. * I arrived my grandpa's house at 10.00 am. * I asked my grandpa to go to the garden behind the house.
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To solve the problem, the students must understand the elements of writing, such as: text, context, genre and writing clues besides the spelling, the diction, and punctuation. It can help the students to construct meaningful texts. To get the good result of writing, it is hoped the teacher has good strategies to plant the concept of writing to the students. The teacher should give many exercises to the students regularly. By regular exercises the students will be able to master writing well. In this research, the researcher promotes the graded exercises as one of the techniques to develop the writing skill.

B. Previous Researches.

Some of the previous researches related to developing writing skill are: Riyanto (2000) in his research on *Peningkatan Kemampuan Menulis*

Paragraph Singkat yang Koheren Bahasa Inggris dengan Menggunakan Pertanyaan Terstruktur Siswa Kelas 3 SLTP Negeri 3 Palembang found that *pertanyaan terstruktur* can be used as one of the alternatives to develop the students' writing skill. It was proved by the increase of the learning process aspect, there was changing positive attitude, and from the results of the study, it was symbolized by the increasing of the average mark that was reached by the students. Before the students were given the treatment (T-0), the Average mark was 4, 70. In the first treatment (T-1), it became 6, 37 and after the second treatment (T-2), it became 7, 33. From the data, it can be seen that there was the improvement of the result of the study. The improvement was significant; it was 29, 63%. The conclusion was the students' writing skill can be developed through *pertanyaan terstruktur*. This technique was effective, flexible, simple and systematic to solve the students' problem in writing paragraphs.

Kristianti (2000) in her research on *Upaya Peningkatan Kemampuan Menulis Melalui Guided Composition Siswa Kelas 2 B SLTP 14 Yogyakarta* found that Guided Composition improved the students' writing skill. The improvement of the students' writing skill was very significant both the qualitatively and quantitatively. The way of teaching was also better than before, it was more interesting. So the students' writing skill could improve. The pretest showed that from 41 students, 10 students (24, 4%) able to write well. After giving the treatment – guided composition, the last of the third cycle showed the improvement of 14, 6%. If the first cycle, only 10 students

who can write well, in the third small cycle, it became 16 students and in the second big cycles, it became 26 students. The third big cycle showed the improvement of 16, 6%. The improvement can be seen clearly on this table:

Table 4.3. The improvement of the students' writing skill.

the number of the students	pretest	1 st big cycle	2 nd big cycle	3 rd big cycle
41	24, 6%	39%	63.4%	80%

The conclusion was the student work-sheets that use guided composition could improve the students' writing skill, motivate the student to write, enlarge the student's chance in using writing skill and the elements of language that have been taught.

Muhammad (2003) in his research on *Kosa Kata Jembatan Utama Menguasai Keterampilan Menulis Bahasa Inggris* found that in the teaching learning process students had to master vocabulary before they learnt the four skills, especially writing. The result of the research showed that the students' writing skill could improve. From the pretest, it showed that from 40 students, 10 students (25%) were able to write well. After giving the treatment – *Kosakata*, it showed the improvement of 15%. If in the first, only 10 students could write well, in the third small cycle, it became 16 students and in the second big cycles, it became 26 students. The third big cycle showed the improvement of 16, 6%.

Stefan Frazier (2007) in his research on *Telling of Remembrances 'Touched off' by Student Reports in Group Work in Undergraduate Writing Classes* found that group work was accepted as a common practice in modern writing pedagogy, based on an understanding of writing as a social activity and the existence through the ages of writer's literary group. Writing instructors assigned students to work in groups to trade ideas and evaluate each other's works- in- progress, hoping that students would learn to refine their writing both by the comments they received about their own writing as well as by closely examining the writing and thinking of their peers. To accept this kind of activity as a legitimate form of learning was to accept, implicitly at least, that something quite profound was happening inside the interactions of writing students during group work. Thus an understanding of what went on in the interactions was best arrived at by close examination of the talk and embodied behavior of group work participants. This paper had attempted, via conversation- analytic methodology, to account for one particular conversational structure, the 'touched- off remembrance', that did two primary things: it provided a structural means for a person listening to a group mate report to show a detailed understanding of a what he or she had just heard, and it affords the opportunity. This research was similar research on classroom group work. Also, in the specific context of writing classroom, a richer understanding of conversational features should enhance the writing theorist's and instructor's knowledge of whether and how students learn how to write through collaborative learning.

Gale M Naquin (2004) in his research on *An Examination of The Criterion Validity and Sensitivity to Brief Intervention of Alternate Curriculum-Based Measures of Writing Skill* found that this study investigated the relationship between the Woodcock Johnson- Revised Writing Samples subtest and alternate curriculum based measures of writing expression. In addition, the sensitivity of measures to the effects of a short group writing intervention was assessed. Forty-five third and fourth graders participated in an intervention that consisted of brainstorming ideas, presenting those ideas on a dry- erase board, and writing a complete sentence on paper with writing quality feedback before completing a Curriculum Based measurement (CBM) writing passage. Numbers of words written as well as five alternate measures of writing samples were used to assess the effects of the intervention. The intervention had a positive effect on total words written. Total punctuation marks, simple sentences, and words in complete sentences emerged as the best predictors of the Woodcock Johnson- Revised Writing Samples subtest scores in regression analyses.

Jose A. Montelongo (2007) in his research on *Reinforcing Expository Reading and Writing Skills: A More Versatile Sentence Completion Task* found that there were three critical measures of student performance: (a) categorization – the number of related sentences correctly sorted by the student, (b) selection of the main idea, and (c) correct ordering of the sentences. The descriptive statistics capture only a snapshot of the learning observed. The modified sentence completion task proposed here permits

teachers and investigators an opening into the thinking processes of the students and thus represents a significant improvement over the traditional fill-in-the-blanks activity. Teacher- students interaction during the completion of the task uncovered significant differences in the way individual students responded to the different tasks. For instance, some students confidently sorted the related sentences from the unrelated ones. Others meekly asked for confirmation from either the teacher or the investigator. Such need for reassurance was also in evidence from some students selecting the main idea and those arranging the sentences in order.

Woo Sik Jung (2007) in the research on *Preserves Teacher Training for Successful Inclusion* found that types of academic preparation appeared to have an impact on attitudes of preserves teachers in teacher education programs. Student teachers who participated in guided field experiences expressed significantly more positive attitudes than student teachers who only completed a course toward including students with special needs in inclusive classroom setting. Besides, there was a trend toward reporting more favorable attitudes toward inclusion during professional prior to student teaching. Also student teacher attitudes to inclusion reflected a lack of confidence both in their own instructional skills and in the quality of support cooperating teachers made available to them.

Nancy Rankie Shelton (2004) in her research on *Creating Space for Teaching Writing and for Test Preparation* found that the enthusiasm of Nancy's students displayed for writing and their improvement as writers

demonstrated through their products as well as test scores- that Nancy had succeeded in creating a writing program that allowed her to teach based on her own beliefs while still meeting school demands. She met her own goals and the goals set by the school. The test scores reported that Nancy's class average (3.52 out of 6) was higher than the state average (3.4) and 13 of the 27 students (2 students were absent) who were tested scored 4 or above. In addition, she had a higher number of high- scoring students in a class (5 students scored a 5) than ever before at this school. Most important to Nancy was that she cultivated her students' love for writing and learning, and their understanding of the process a writer has to go through to produce quality writing. Although she was relieved that her students scored well, what pleased her was the joyful and thoughtful community her students had created.

Based on the previous researches above, there are some similarities and differences between this research and the previous ones. The similarities are all the researches focus on the development of the students' writing skill, the type of the researches are action research, while the differences are each research has its own research subject; the researches are done at different times and different places. Besides, the researches use different techniques to develop the same skill – the students' writing skill.

The students' writing skill can be developed by many techniques. Each technique has its strengths and its weaknesses. In this research, the researcher conducts the research of developing the students' writing skill

through graded exercises. This research will support the previous researches above because graded exercises can be used to develop writing skill through *pertanyaan terstruktur* as stated by Riyanto in previous researches- the guiding questions are given step by step from the simple questions to the complex ones. By answering the questions correctly and orderly, the students got a simple text. To make a complete text, they have to add the supporting sentence to make the idea of the text clear. Graded exercises can also be used to develop writing skill through guided composition - the guided composition is given from the simple to complex. Guided composition can be in the form of questions, pictures, complete sentences, or vocabulary games. Graded exercises can be used to develop writing skill through mastering vocabularies - the vocabularies are given from easy to difficult, from familiar to unfamiliar, from simple to complex. Vocabularies are given based on the students' grade. Those are the reasons why the researcher uses graded exercises to help the students generate ideas and organize them as well. By arranging the words into a good sentence, arranging sentences into a good paragraph and answering the questions will also be very helpful for students to order or organize their ideas. Recount and narrative are two genres which tell series of activities in the past (Puskur: 2003: 46-48). They have almost the same generic structure. They also have quite the same lexicogrammatical features. The researcher believes graded exercises will be fruitful to help the students overcome the problem of generating and organizing ideas. To solve the students' problem with the grammar, the researcher uses a technique. It is

arranging words into a good sentence. This technique is dealing with how a good sentence is constructed. So, this will help students improve their ability to make good English sentence. The students' first language often interfere their effort to construct English sentences. It also happens that students' errors are caused by the rule of English itself. Students generalize it. It is not easy to remind them not to make interlanguage or intralanguage errors. These are very common towards foreign language learners. Besides, the researcher also finds that the students' habit of making complex sentence in their first language also affects a lot to their English sentences.

Graded exercises seem to be a strategy which can be beneficial for students to solve this problem. They will be helped to solve the problem of generating ideas, the vocabulary, the grammar, the organizing, and the mechanic (spelling and capitalization).

C. Problem Statement.

Based on the background of the research above, the problem statements are as follow:

1. How far can graded exercises develop the students' writing skill of SMP I Boyolali students grade VIII semester 2 academic years 2010/2011?
2. How effective is the teaching learning activity using graded exercises to develop the Students' writing skill of SMP I Boyolali students VIII Grade semester 2 academic years 2010/2011?

D. Limitation of the Research.

The research is only limited on the written cycle of teaching learning

process, because it is focused on developing the students' writing skill. The technique to develop the students' writing skill used graded exercises.

E. Objective of the Research.

By carrying out the research, the writer wants to achieve some objectives:

1. To examine how far the graded exercises can be used to develop the students' writing skill.
2. To describe whether graded exercises is effective to develop the students' writing skill or not.

F. Benefit of the Research.

The results of this research are expected to be able to give the benefit for all of the students and the teachers everywhere theoretically and also practically. The benefits that can be taken from these results of this research are as follow:

1. Theoretical Benefit:

It can be used as reference and comparison for the future research. It can also give contribution in mastering and developing the four language skills in English teaching learning process.

2. Practical Benefit:

a. For the Teacher:

- 1) To enrich the teacher's technique in teaching learning process.

This research contributes a new technique in teaching learning process especially in developing the students' writing skill. It involves learners as active participants and active collaborators not only in writing but

also in speaking. It also provides an excellent chance to develop the students' talent in writing.

- 2) To motivate the teacher to make the writing materials that can be used by the other teachers. Graded exercises are effective to develop the teacher's ability in preparing the writing materials. Many activities are applied in graded exercises. Many materials in different form are needed to reach the objectives of writing. Those made the students enjoy the teaching learning process. They will not be bored. They will be interested and have high motivation to study.
- 3) To minimize the problem faced by the teacher in teaching writing. The most problem faced by the teacher in teaching writing that the students have lack of vocabulary, weak of grammar, weak of diction and weak of expressing the idea. Those can be solved by graded exercises because the teaching learning process is started from simple, easy, and familiar material. The teaching learning process ran smoothly. So it is sure that graded exercises can develop the students' writing skill significantly.

b. For the Students:

- 1) To motivate the students in order to have self confidence, brave to express their written idea. By graded exercises the students are tried to discuss in group, present the discussion result, give the comments and suggestions. Finally, the students' writing skill will develop.
- 2) To minimize the problems faced by the students in mastering writing

skill. By minimizing the problems, so the students' writing skill will develop. The students have high motivation to write.

- 3) To motivate the students in order to produce most masterpieces. Based on most of masterpieces, it proves that graded exercises can develop the students' writing skill.

G. Research Paper Organization.

This research is organized in five chapters in order to make the readers understand it easily and clearly. Chapter I is Introduction. It contains The Background of the Research, Previous Research, Problem Statement, Limitation of the Research, Objective of the Research, Benefit of the Research, and Research Paper Organization. Chapter II is Review of Related Literature. It deals with Theoretical Description, Rationale, and Action Hypothesis. Chapter III is Research Methodology. It relates to Research Setting, Subject of the Research, Type of the Research, Data and Data Source, Technique of Data Collection, and Technique of Data Analysis. Chapter IV is Research Findings and Discussion. The result of the research is divided into Introduction, Research Findings and Discussion. Chapter V is Conclusion, Implementation and Suggestion.