

## CHAPTER 1

### INTRODUCTION

This chapter presents the background of the research, objective of the research, operational definition of the term, the significance of the research and scope of the research.

#### 1.1 Background of the Research

Writing is one of skills in English besides listening, speaking, and reading. This skill is to express the idea in mind by written. According to P. Elbow (1998:3), writing well is a complex, difficult, and time-consuming process. Writing is a uniquely valuable learning process in the central reason.

Writing must be mastered by the students. This skill is considered as a difficult and complicated skill as Elbow said above that learning to write well is a difficult and lengthy process, one that includes anxiety and frustration in many learners. It means this skill cannot be achieved in only a short period of time. Therefore, it needs many exercises to make a good writing. Concerning with the fact, writing is difficult. There are some reasons that may influence the writing difficulties. According to Hughes (2003:104) they are many aspects of writing such as content, structure, vocabulary, organization. According to Urquhart and McIver (2005:2) Teaching writing is unique. It benefits both teacher and student, serving as communication vehicle, assessment tool, and intellectual exercise. teaching writing will always the challenging task because writing is so difficult.

Writing is a means of communication whereby a writer transmits his ideas to the readers through language put in a textual medium by using a set of sign or

symbols. The purpose is to share knowledge and ideas between the writer and the readers. The function may be to amuse, to inform, to persuade, to guide, and to enlighten the readers. According to Paltridge and Starfield (2007:46) writing is an essential means of clarifying our thoughts which is why delaying writing can become an obstacle to the development of understanding.

Base on researcher's experience, the most difficult problem in doing writing is generating ideas then arrange them in appropriate order. Therefore writers need a lot of practices to make good writing. But it is not easy to transmit the messages to the readers successfully. There are some aspects that we have to understand and the steps in its process. On the other side, students also consider that writing is a difficult task. They often face blank paper with blank mind, because they have problems with what to be written and how to start. The aspect that we have to know concerning with writing are vocabulary, grammatical, organization and content. The problem is not all the students mastery those aspects.

To write something the students need stimulation to start writing. The process before writing called "Prewriting". Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form. There are many ways of prewriting, and one of them is spider mapping or webbing technique.

Base on the preliminary study that was conducted SMK dr. Soebandi Jember, most of the tenth grade still experienced difficulties in writing. In the teaching and learning process, writing activities are mostly dominated by arranging jumbled words to be a sentence or jumbled sentences to be a paragraph

and completing a dialogue or passage. The students are also asked to write a simple paragraph using their own words without their ideas on paper. The students are not able to construct words into a sentence and to arrange the sentences to become a good paragraph. It quite difficult for them to start writing.

By webbing technique the student will get an inspiration for their next idea. According to Morino (2012) webbing works best when you want to show a lot of words or ideas and keep them loosely connected, such as when you're brainstorming ideas in a planning meeting. It's also a great tool for coming up with terms in a pattern writing activity. Therefore, it will be useful if the English teachers vary her teaching techniques by using the real activities.

Based on the problem identified and discussion about the alternative solution, it is necessary to conduct a classroom action research entitled "Improving the X<sup>A</sup> grade students' writing ability by using webbing technique at SMK dr. Soebandi Jember in the 2014/2015 academic year". This classroom action research is hoped to be able to give a significant improvement to the students' writing ability.

## **1.2 Problem of the Research**

Based on the background of the research above, the problem of the research is:

How can webbing technique improve the X<sup>A</sup> grade students' writing ability at SMK dr. Soebandi Jember in the academic year 2014/2015?

## **1.3 The Objective of the Research**

The objective of the research is to know how can webbing technique improve the X<sup>A</sup> grade students' writing ability at SMK dr. Soebandi Jember in

the academic year 2014/2015.

#### **1.4 Operational Definition**

It is necessary to give operational definition to make easier in determining the purpose of the thesis as well as to avoid misinterpretation of the term in the title. The terms that will be explained are webbing technique and writing ability.

##### **1.4.1 Webbing Technique**

Webbing technique is a visual display with generates the idea into the details and represents it visually using lines, boxes, arrows, or circle.

##### **1.4.2 Student's Writing Ability**

Writing ability refers to the students' capability in writing recount text with good organization, grammar, and content.

#### **1.5 Significances of the Research**

##### **1.5.1 The English Teacher and Institution**

Hopefully, the result of this research are expected to provide information to the English teacher that webbing technique can improve writing comprehension of X<sup>A</sup> grade students' writing ability at SMK dr. Soebandi Jember.

##### **1.5.2 For the Students**

The results of these research are expected to be able motivate the students to use webbing technique continuously and practice writing using webbing technique in their home, so they can develop their writing skill to get a good score in writing comprehension test.

#### **1.6 Scope of the Research**

Based on the title of this research, it is divided into two variables there are Webbing Technique and Writing Ability. The population of the research is the X<sup>A</sup> grade students' writing ability at SMK dr. Soebandi Jember in the academic year 2014/2015.