# CHAPTER I

# INTRODUCTION

This section, the researcher presents the background of the study, formulation of research problems, objective of the research, research hypothesis, and significance of the research and research scope and limitation and definition of key terms

## A.    Background of the research

Indonesian government was very popular with teaching or learning English. In English language there is four of skill that has been learned. First, speaking skill its oral learning in simply is to communicate. Second, reading skill here everyone certainly read some books to get some known. Third, listening skill is important learning because the learner must be get of purpose by listen like film by native speaker. And the last, writing skill its have difficulties with others skills because have a rule that must be obedient. Richard and Renandya (2002) say that writing is the most difficult skill for second language learner to master.

Writing is a process of communication among people to share information. Faisal and Suwandita (2013:240) writing is physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by the readers. Javed (2013:138) stated that writing skill plays pivotal role to improve student's exposure and competency for

the purpose of communication and interaction. However writing develops to explore student in express their experience through writes. According to Sajeevlal (2016:461), concentrating only on spoken English is not enough written competency has also become indispensable for EFL learner. However, writing is one of the most important skills in studying English to express their ideas and some experiences.

In this case, teaching or and learning based on the curriculum 2013 there are some aspect that are used. Based on Basic Competence for the second grade of junior high school about narrative text said that (3.14) understanding the social function, generic structure and features of narrative text in form of fable, according to the context its used. And later, (4.18) getting the meaning of oral and written narrative text in form of short and simple fable. Its means that teaching and learning writing especially on student writing narrative text of eight grade of junior high school is applied. Now, in teaching or learning process based on curriculum K13 the learner must be active and the guide only give instructions for them. However, it can make the learner get some difficulties to solve problem by teaching and learning process. The learner often confused with what they write, and how to make a good paragraph. The teacher as a facilitator to make the students do their task easily but other people also can help them such as our friends with sharing problems and other people who have more experiences and education. Sajeevlal (2016:461) states if the teachers change the strategy or implement the new technique in English language teaching, they can enhance the student's English language learning performance.

By the case above, the researcher give a ways for help learner to writing especially in narrative text. Strategy defined by planning, include material, how the learning will to do and what the method can be used to learning in each level by learners. Ackoff, (1974) said that ....strategy is concerned with long-range objectives and ways of pursuing them that affect the system whole; tactics are concerned with shorter-run goals and means for reaching them that generally affect only a part of the organization. There are some strategies approach in the teaching and learning also kinds of innovation strategy that can be used in teaching English language. There are ten innovation strategies of pedagogy in learning such as stealth assessment, analytics of emotions, learning science, adaptive teaching, embodied learning, crossover learning, argumentation learning, incidental thinking, computational thinking and context-based learning. However, the researcher takes one of ten innovation strategy in learning that focus in crossover learning. One of the best strategies that has been develop is crossover learning because here is combined the learning (informal and formal learning).  In this case, crossover learning was applied to makes teacher and learner does not bore with formal learning (institution).

Crossover learning is one of strategy pedagogy learning for effectively to teaching or learning. Crossover learning combined formal learning (institutions) and informal learning (society or historical places). Crossover learning was applied of groups learning. According to Herman Harrell Home (2010) education is the process of continuous (perceptual) and (higher adjustment for the human beings who have evolved physically and mentally). The learner gets some of

knowledge at school (formal learning) and at home or society (informal learning). Formal learning automatically advanced process learning level by level also have a systematic and rules submissive. Informal learning carried out process learning is to develop by learn in outside institutions with some activities. In formal education peoples realized how far they learn and understand in the purpose. So far, formal education takes place in a school with classroom learning which the learning based on syllabus, and curriculum so far must have structured and step by step in education. Informal learning take places at home, society, friends, homeschooling, private and others. (Sharples 2015) says that crossover learning as one of ten innovations that are on the brink of having profound influence on education.

Many schools with teaching or learning have a strategy and character education to improved social climates, fewer discipline referrals and suspensions, and increased student and teacher to attendance rates. The strategy of learning in institutions is differences choosing by teacher. The strategy has surplus and lack in the process of learning. However, the institution must be known about how far the surplus for teaching and learning process. In the institution some of students have problems in teaching or learning process especially in writing lesson. Some of them confused to start they written, they cannot write sentence, text and paragraph with good ideas and correct structure grammatically. Therefore, the student lack of vocabularies to became big problems for them. This problem as the reason why the researcher was focuses in writing narrative text. The strategy was applied in the formal and informal learning. Formal learning is learning

applied in the classroom here the student as conditional learning that is the teacher as guide in learning process and the students as learner. Here, the teacher was given some exercise to do group work. After that, the teacher asks students to do work in informal learning like as museums and others to get some knowledge to have written. In informal learning the students work in group-work. Therefore, the student can ask some people to more information they had written. After that they can written with free-writing by the result that known. However, the students can share the result in the classroom (informal learning).

Based on previous study Nash J Robert (2009) untitled Crossover innovating pedagogy in narrative writing describes his cross-pedagogical approach to co-teaching with student affair colleagues and share a provocative classroom discussion that illustrates how it can help students create meaning for their lives. Based on the previous study that has done by the researcher Nash J Robert by using crossover learning is effectively to learning especially in writing narrative text for university. That is why, the researcher is sure that the strategy of Crossover Learning will be effective to use in Junior High School at eight grade student especially in writing narrative text learning. The researcher applied the strategy for students writing skill based on the previous study. Nash J Robert (2009) said that crossover pedagogy works better for him especially in the narrative writing for university.

In other previous study Dehong Yu (2013) untitled Improvement in Critical Thinking (CT) dispositions of undergraduate nursing students through Problem Based Learning (PBL) crossover study. In the study who used

experimental study to applied crossover learning in PBL. Other previous study by Norazrina Azmi (2018) untitled Crossover Learning through a Health Campaign in A Bachelor of Pharmacy Curriculum said that she said that to develop an effective teaching strategy who must understand the paths of learning in different settings. In the conclusion the researcher said that crossover learning would become a major approach to tertiary education in Malaysia, in keeping with the country's aim of developing well-rounded and employable graduates.

Also other previous study by Natalia Samutina (2016) untitled Fan fiction as world building transformative in crossover writing she wrote about fan fiction was built in crossover writing. In the research was written contemporary fan fiction as a postmodern literary field. The research takes an example Russian Harry Potter fan fiction and pays special attention to the production and reception of such fan fiction genre as crossover. The research design was qualitative design.

The researcher would like to propose one teaching and learning which shown some beneficial teaching technique to known the effective by using Crossover Learning strategy learning. However, in Crossover Learning strategy focus improve student to known more information especially to help student finds solve problems. Crossover learning helps students to easier to start their written in make a paragraph. However, crossover learning can expected to help Junior High School students at eight grade of MTsN 01 Tulungagung in English learning especially writings. Based on the consideration the researcher interested to conduct the research entitled "The Effectiveness of Using Crossover Learning on

Student's Narrative Writing Skills at Eight Grade of MTsN 01 Tulungagung on Academic Year 2018/2019"

**B.       Formulation of Research Question**

On the basis of the background of study, the researcher question can be formulated as follows:

1.  Is there any significant difference score on students' narrative writing skill of students taught and without by using Crossover Learning at eight grade of Islamic Junior High School 01 Tulungagung in academic year 2018/2019?

**C.       Objective of the Research**

Based on the problem formulation above, the aims of the study is as follow: To find out whether there is any significant difference between the students' score in writing before being taught by using Crossover Learning strategy and after being taught by using Crossover Learning strategy.

**D.  Significance of the Research**

The writer is interested into doing research about strategy on English learning used crossover learning by innovation of pedagogy learning. Hopefully, this study can help the reader for studying about strategy into teaching or learning English language. The writer hopes that the audience can get more understanding about the strategy for English learning especially by using crossover learning

here. Besides, this study can be used as an additional reference for other students or lecturer/teacher who is interested in studying further about strategy for teaching or learning in English education.

This research also will provide contribution for teacher, students, and researcher:

1.  For teacher, the result of this research can makes the teacher have surplus to creativity in teaching or learning. Crossover learning strategy make learning more fun so teacher and students doesn't bored with teaching or learning English. It can help teacher to develop strategy for teaching English in writing.

2.  For students, the result of this research provides many explanation of crossover learning strategy in writing. It can help the students understand about the material in the learning English in writing.

3.  For researcher, the result hopefully will be useful for the researcher because this strategy can help them to give new innovation and knowledge to develop teaching and learning English especially in writing.

**E.  Scope and Limitation**

This study is conducted focusing on the strategy of learning that crossover learning is better in writing. The research only focuses on strategy of crossover learning to teaching writing. It's very helpful to the students because in implication of crossover learning is to explore some of information by get in the formal and informal learning. Limitation of this study is just to know how to

develop their writing skill students by using crossover learning here. It doesn't suitable to improve other skill students.

## F.   Formulation of Hypothesis

In the hypothesis the writer have assumption that Crossover Learning by ten of innovation pedagogy learning is effective on the student's writing skills at first grade of Senior High School.

The hypothesis of this research is:

1.   Null hypothesis (Ho)

There is no significant different on the students writing achievement that are taught before using crossover learning and after using crossover learning.

2.   Alternative Hypothesis ($H_1$)

There is significant different on the students writing achievement that are taught by using crossover learning and after using crossover learning.

## G.   Definition of Key Terms

In the research the writer would like to clarify the term used in this study, they are as follow:

1.   Writing is process. Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present learning activities.

2. Narrative text is kind of text. Rebecca (2003) states narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.

3. Crossover learning is learning combining of both formal and informal learning. Crossover learning is the process by learning, here all of the material, method and about what do the teacher teach in the class contained in the innovation of pedagogy. However, this strategy was suitable to teach especially in the beginner level. Formal learning is learning which knowledge gets in education such as in the school. Informal learning is learning by learn in the society. For example, learning in museum tourist can get some history about the museum. The learner can directly learn about the history of museum.