

CHAPTER I

INTRODUCTION

This chapter presents introduction. It discusses the background of Research, formulation of research problems, objective of the research, significance of the research, formulation of hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of Research

English is an international language used to communicate around the world. Countries in the world need an international language that can be understood by everyone in the world because they have their language. English is used to bridge people who want to go abroad to study, work, or just for a vacation. Several important English skills must be well understood to understand English. These skills are reading, listening, speaking, and writing. All skills are related to each other. The two skills are receptive skills, reading and listening, while the balance skills are production, writing, and speaking. Researcher will focus on writing. According to Cole (2015:5) currently, for students, writing is the most difficult skill as evidenced by their performance in class. Writing is always related to language skills, namely using language creatively and producing writing. By writing, people can express their feelings or other things such as making images, providing information, advertisements, arguments, and so forth.

Writing is the process of chance an idea and expressing someone's feelings. According to Perin and Graham (2007:9), writing is a process of developing, deepening, and expanding students knowledge. When students read a book and review or rewrite the contents of the book with their words, their knowledge is further developed. They can also include their opinion in their rewrite.

Writing is an activity that is almost done by students in doing their assignments. Through writing assignments, they can express their ideas, tell stories and provide information. Writing skill is especial ability that helps writers to expose their feelings. into words in a meaningful form and mentally interact with the message. In writing, the students are difficult in case of content, vocabulary, organization, and other aspects. Based on this, writing skills are considered difficult to learn because they are more formal and compact. From the four language skills, it can be concluded that writing and speaking are more difficult than reading or listening. Writing is more difficult for students to master because it requires a long process. To produce something like writing and speaking, people need more creativity.

Teaching writing in school is still marked to be the most complex and difficult compared to the three other skills, like listening, speaking, and reading. Heaton (1990:135), states that writing skills are complex, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge-mental elements. Teacher views that in the writing class students activity cannot be measure because they should write and conducting their

own idea, sometimes they were very crowded and during the teaching process they tended to become passive. The students also seem to feel difficult when they are asked to write their idea. Their submitted papers are usually blank or just with little writing without any elaborations. Their attitude and motivation toward the English lesson also show that they are not so interested in joining the class.

One of the texts that should be learned by Senior High School students based on curriculum 2013 is narrative text. Narrative text is a text or story about interconnected events, which are presented sequentially from the beginning of the story both orally and in writing which are also presented sequentially (chronologically). According to Nielsen (2008:172), narrative can be interpreted as a series of events. Basic components are chronological order of events themselves (story), verbal or visual representation (text), and the act of telling or writing (narration).

The researcher want to develop students potential to write narrative texts using the Graphic organizer method. The researcher found a phenomenon where students who practice writing still have difficulty in determining the storyline. The Graphic organizer is a teaching method that involves drawing pictures to be a reference in doing something. Graphics are made to make it easier for students to compose text. According to Longhi (2006:5), Graphic organizer is a visual graphic representation among ideas and concepts. Graphic organizer come in a variety of formats, from loose webs to structured grids, that help students to process the new information

they have gathered and organize their ideas. Graphic organizer display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizer often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts. Graphic organizer are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Graphic organizer provide students with a structure for abstract ideas.

In general, there are many kinds of Graphic organizer, they are star, descriptive map, tree, flow cart, T-chart, Venn diagram, word web, KWS, persuasion map, problem-solving map, spider, timeline, pyramid, fishbone, pie charts, decision-making diagram, story map, cluster, vocabulary map, paragraph structure, character traits, biography diagram, animal report, cause, and effect, classifying, compare contrast matrix, cycle and watch.

The previous research was written by Aris Nazillah (2017), “The influence of graphic organizer towards the students’ writing ability”. Her research was administered at SMA Muhammadiyah (plus) Salatiga in the academic year 2017/2018. Her subject of the research was all of first grade students’ of SMA Muhammadiyah (plus) Salatiga and the object of her research was the Effect of applying graphic organizer on the students’ writing ability at the ten Grade of Senior High School. In this study, the researcher used a quasi-experimental Study at the Ten Grade Students of SMA Muhammadiyah (plus) Salatiga in Academic Year 2017/2018. The conclusion of this study

was by using graphic organizer is effective on the students' writing ability at SMA Muhammadiyah (plus) Salatiga in Academic Year 2017/2018.

Another research was written by Yulia Udin Safitri (2017), "The effectiveness of graphic organizer in teaching vocabulary at second grade students of SMPN 1 Tellu Siattinge Bone. The research was administered at SMPN 1 Tellu Siattinge Bone. Her subject of the research was the second grade of SMP 1 Tellu Siattinge Bone. In this study, the researcher used a quasi-experimental Study at the second Grade students of SMPN 1 Tellu Siattinge Bone in Academic Year 2016/2017. The conclusion of this study was by using graphic organizer is effective on the students' teaching vocabulary development at SMPN 1 Tellu Siattinge Bone in Academic Year 2016/2017.

Another researcher from Siti Hajar Basyaruddin (2019) "The implementation of graphic organizers to help students' generate idea of speaking". The research was administered at International Tourism College Aceh. In this study researcher used a pre-experimental study. The conclusion of this study was effective to improve EFL learners' generate idea ability in speaking.

All the studies that had been mentioned before were related to the researchers study because that researcher explained the influence of using Graphic organizer. They thought that using Graphic organizer is a recent method with as favorite learning media. However, there was a difference between the studies above and the study that the researcher has conducted.

This study aims to represent whether teaching writing using a Graphic organizer for students can increase the ability to learn writing ability in the first grade students of SMAN 2 Trenggalek. The researcher choose the school in SMAN 2 Trenggalek because many students did not comprehend and were less interested in writing. With the Graphic organizer, it is hoped that it can help students to enhance their English skills by improving their make good sentences and can create students study more fun, have a more related condition, interested not easily bored to learn writing especially at first grade students of Senior High School. Therefore, the researcher is interested in researching with the title *“The Effectiveness of Using Graphic Organizer in Students Skill of Writing Narrative Text At First Grade of SMAN 2 Trenggalek”*.

B. Formulation of Research Problems

Based on the background of this study, the researcher has determined the problem of the study that becomes the concern of the discussion. The problem was elaborated into a research question that read: Is there any significant difference in score between the students skill of writing narrative text before and after being taught by using Graphic organizer at first grade of SMAN 2 Trenggalek?

C. Objective of the Research

From the research problem, the purpose of the research is to know the significant difference in scores between students skill of writing narrative text

before and after being taught by using a Graphic organizer at first grade of SMAN 2 Trenggalek.

D. Significance of the research

Researcher expects that the result of the study is useful for :

1. English teachers

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can give information for the teacher who to teach narrative text by using Graphic organizer.

2. Students

The students as a subject of research, to improve students skill of writing and give more alternative option to make narrative text.

3. Researchers

This study can be used as a reference for developing an effective strategy in teaching English.

E. Formulation of Hypothesis

The research hypothesis of this research can be described as follows:

1. Null hypothesis (H_0): There is no significant difference score between students skill of writing before and after being taught by using Graphic organizer of the first grade at SMAN 2 Trenggalek.
2. Alternatif hypothesis (H_a): There is significant difference score between students skill of writing before and after being taught by using Graphic organizer of the first grade at SMAN 2 Trenggalek.

F. Limitation of the Research

The scope of this study is teaching strategy. This strategy focused on investigating the effectiveness of Graphic organizer, this research is limited only in students with applying narrative text at first grade students of SMAN 2 Trenggalek.

G. Definition of Key Terms

1. Effectiveness

Method or effort can be said to be effective if the effort and method are successful. So, the effectiveness is whether or not the method or effort is effective if it is used.

2. Writing

Writing is the process of chance an idea and expressing someone's feelings. According to Perin and Graham (2007:9), writing is a process of developing, deepening, and extending students knowledge. When the students read a book and review or re-write the content of that book by their word, their knowledge is more developed. They also can insert their opinion in their re-writing.

3. Narrative text

Narrative text is a series of stories from time to time that is described in stages. The stories presented are in the form of legends and engineered real stories and fairy tales. Narrative text has a storyline of related and sequential events from beginning to end.

4. Graphic Organizer

The Graphic organizer is a teaching method that involves drawing pictures to be a reference in doing something. Graphics are made to make it easier for students to compose text. Graphic organizer display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. Graphic organizer often involve lines, arrows, text boxes or bubbles, pictures, and other visual depictions to represent ideas, facts, and concepts.