

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, the formulation of the research problems, the purposes of the study, the significance of the study, the scope and limitation of the study, and the definition of the key term.

### A. Background of the Study

English is one of the languages that used by people in this world and most of the people use this language to communicate each other in the globalization recently. We can meet that most of the product of meal, medicine, etc are always written in English. Most people use English when they talk with the foreigners. They also need English to understand when they read International Encyclopedia that is written in English. Furthermore, English is one of the keys and ways to open and understand other knowledge and science. For a long time, English language is used broadly in this world that makes English one of the international communication languages.

As an international Language, English is one of the mediators used in such field, such as technology, science, medicine, social, etc. It is not seen whether English as a native language or a foreign language and English as the first language or the second language in a country that wants to develop knowledge for the people, where ever they are from, they

are in need of English as a guide. Furthermore, English should be learned by every student.

In recent years, English is becoming one of the main subjects in every school in every country. Indonesia is one of them. Besides, Indonesia has offered English very early in some schools, such as in the Kindergarten or even in preschool.

Cahyono (2009:10) states that English is one of the most important subjects in Indonesia. It was stated at the curriculum, the main purpose of the teaching of English is to develop the students' four language skills: listening, speaking, reading and writing.

It means that English has important role in the Indonesian Education. Some of the government did efforts to improve and develop English skill to Indonesian people, especially students at schools. It is one of steps to produce the education people to rival in the international competition and to provide them in the modern technology and communication also science that always grows every time.

At the present time, English has been taught in difference ways in different country, schools, and class, even in groups. Teaching English focuses on Students' proficiency in communication recently. The communication can be branched both into oral and written forms. Students should learn four of English skills i.e listening, speaking, reading, and writing to acquire the proficiency. Writing is the one of the most important skill in language, especially in English language. Writing is one of language skills that have the important position. Writing skill ability is more needed to arrange words into good order.

Cahyono (2009:10) argues that writing skill plays as a very important role in the context of English teaching in Indonesia. Among other language skill since it involves several components. It is including contents, vocabularies, rhetorics, grammatical structures and mechanics, such as punctuation and capitalization.

It means that writing must be mastered to every students, not only writing has several components that must be acquired too. More over Heaton (1991:135) states that writing skill is complex and sometimes difficult to teach, more over to be learned by the learner, requiring mastery not only of the grammatical and rhetorical devices but also conceptual and judgmental elements. It means that writing is including other components and it also influencing other skills in English language.

In accordance to the importance in learning writing, Students must master writing beside the other skill of English language, such as: Listening, speaking and reading. Writing skill will develop students' ability in other skills. Through writing they can know the structure rule of language and grammar, especially in English language.

Harmer (1988:3) states that spoken language is naturally as a result of being expose to it, whereas the ability to write has to be consciously learned. More over the reasons for teaching writing to students of English as a foreign language are for reinforcement, language development, learning style, and most importantly as a basic skill. These were the reason how important writing skill was.

These are the reason why students should learn writing as well as. It makes them easier to make sentences when they are speaking, so their sentences can be understood by the others. In listening and reading skill, they can understand what the speaker and the writers tell about,

because they know the structure. They can predict the meaning of the sentences about of. The schools and the institutions of Education in many countries in this world have done many efforts to enable learners to practice English, one of the skills that taught is writing. It can be seen in the present syllabus design is designed to develop students' ability of English to reach the goal of teaching English.

In fact, students face problems in the teaching and learning process of English, especially in the writing lesson. Because of the students cannot write sentences, texts, paragraph in the good grammatical and structure correctly. They have not adequate numbers of vocabularies to write and develop their stories. They cannot write what they think of. They have no ideas to continue their stories. It makes them that writing is difficult to be learned.

Concerning the complexity of writing text, some activities to improve students' writing skill are adjusted to the learners' ability to increase their writing skill. At the beginning level students copy the words written by the teacher or match the words with pictures. Gradually, it is aimed to help students to develop their ideas to write. They try to construct sentences and then develop their ideas into paragraphs. This task is carried out after they have already mastered some competencies. They can do this in high school, for instance, by writing narrative text which used the past tense to tell the stories.

Narrative text is chosen as the topic of this study because it is stated in the Competence Based Curriculum in the eighth grade of Junior High School. It is also have not been taught by the teacher in second semester. The narrative text is very interesting because it create the imagination to the students to make them more creative to develop their stories of narrative. Some of the narrative text is familiar to the students.

Narrative text has been introduced in SMP, especially in the eighth grades. Students use simple language when they write their stories in Narrative text. The topics chosen are familiar for students. The researcher selected SMP (Junior High School) , the school chosen as the researcher's setting was SMPN 3 Ngunut because the researcher found from the interview with the English teacher that most students of the eighth year were in the difficultness to write the English text as well in correct order and grammatical as similar as with the problems that stated by some expert before. Also they rarely used their dictionary to find out the new words and various words to develop their stories and ideas. In addition, they feel boring with the materials of the writing text that provides the same directions to write and then do the exercise. Students were just copying sentences when they did writing in the class. They did not use their own words to write sentences, they could not develop their ideas and they had limited vocabularies. Students unsure of what they have written; they felt that they did not have sufficient language to write what they wanted to write. They hesitate to admit that they were not sure what they write.

Some problems on writing mentioned above are in need to have problem solving. So, some education experts develop and try to discover some strategy, technique, method and also teaching media for writing skill. One of the teaching media that have been developed is Home-Made Books. Those are some reasons for the researcher to chose homemade books as media to improve students' writing ability, because, this material makes the teaching and learning writing lesson more effective and efficiency. Besides, it makes writing more enjoyable to be learned by the students. This material of teaching writing is expected to be able to overcome the students' problems in writing text comprehensively, to improve students' writing ability and students' enthusiasm and give an input for English teacher to use various materials to teach writing.

The materials that used by the teacher should be interesting for the students. One of the materials is Home-Made books. Homemade books are divided into two types, teacher-made materials, and students made books. In this case, the writer used students-made books in teaching writing. Scott and Ytreberg (2010:69) sates as "writing activities help to consolidate learning in the other skill areas". More over writing activity by using pictures and made books by own selves did to the students in the class, it makes them more creative. In this case, the students write the Home-Made Books of narrative stories. Home-made books have a similarity with picture dictionary. Both of them use pictures to describe and tell an object.

Scott and Ytreberg (2010:63) states that these may be different verses of a song or stories the children are already

familiar with them. Or they may be class stories written down by the teacher wrote for them. In addition to teacher-made materials, the teacher also has pupil-made books. The pupil/students make books stories which are an essential part of any class reading corner/library. They can re-read their works many times.

The students can make their own homemade books using their own themes and ideas. They will given simple pictures and try to write a sentences and stories. They can make it with their friends, so when they face problems in making homemade books they can help each other. It is a fun activity and easy for them to make it. Homemade books can give the students as many words and ideas as possible. Homemade books can also increase their memory in memorizing vocabularies because students see the object drawn directly. Besides, it can interest students' wants to write English text. As a research of vocabulary that using Home-Made Books as her material to teach vocabulary by Dhesi Wulan Sari (2011) from University of Semarang.

In this study, the writer applied Home-Made Books in teaching writing text to students of SMPN 3 Ngunut , because most students of the eighth year were in the difficultness to write the English text as well in correct order and grammatical as similar as with the problems that stated by some expert before. Also they rarely used their dictionary to find out the new words and various words to develop their stories and ideas. The researcher wanted to know whether Home-made books could increase students' writing ability or not. The researcher use Home-Made Books in classroom as the materials given as teaching media to teach writing skill.

Based on the explanation above the researcher decides to do research entitling “Improving Students’ Writing Achievement on Narrative Text by Using Home-Made Books Teaching Media in the Eighth Grade of SMPN 3 Ngunut”.

### **B. Scope and limitation of the Study**

This research population was students at 8 grades in second semester that conducted in SMPN 3 Ngunut that consist 27 students. The Study is focused on developing strategy used in teaching writing by using Home-Made Books and to solve the difficulties faced by the students in learning English, especially to write English text. This study is limited to students’ writing mastery about narrative text

### **C. Formulation of the Research Problems**

Based on the background of the study above, the researcher formulates the research problems as follows:

1. Does a Home-made book improve students’ writing achievement in the eighth grade of the SMPN 3 Ngunut?
2. Does Home Made Books increase students’ participation to learn English writing of Narrative Text in the eighth grade of SMPN 3 Ngunut?



#### **D. Objective of the Study**

In line with the formulation of the research problem above, the purpose of this study are:

1. To know whether Home-Made Books improves students' writing achievement on narrative text in the eighth grade of SMPN 3 Ngunut,
2. To know whether Home-Made Books increase students' participation to learn English writing on Narrative Text in eighth grade of SMPN 3 Ngunut.

#### **E. Significances of the Study**

Practically, the research will give contribution for:

1. Students.

This research is to help students to solve their problems in writing reading text and improve their ability in writing skill. Also, to help students to be creative to find out the suitable ways for them to study English easily.

2. Teacher

This research can give a new learning method for the teacher to support the success of the teaching and learning writing skill, and can give teacher an inspiration to use more various method or technique in the classroom to teach English.

3. Institution

By this research, the institution is expected to find out various ways to solve problems in teaching and learning writing for seventh grade of SMPN 3 Ngunut.

4. Other researcher.

The result of this study can be used as reference for those who want to conduct the similar research. It can be the schemata and prior knowledge for those who read this research before conducting research in the field.

#### **F. Definition of the Key Terms**

The researcher defines the key terms as follow to make this thesis is more understandable:

1. Home-Made Books is a material that provides more ways for students to develop their reading ability. These are two kinds of Home-Made Books; Songs and class stories. The class stories may be written by the teacher. In addition to teacher-made materials, the teacher also has pupil-made books, which are essential part of any class reading corner or library. Scott and Ytrberg (2010:63). It can be applied based on every type of English texts that used. It can improve students' imagination to grow their idea in their stories and also provide rich vocabularies especially that very often used in the daily life. Because,

it makes students more creative to play with new words and various words of English.

2. Writing is one of language skills to express ideas in acceptable written form and draw on background knowledge and complex mental processes in developing new insights. O'malley & Pierce (1996:136). The students represent their ideas what in their mind throughout writing, their ability to write their ideas in the correct order in the written form. The writing form of Narrative text, students wrote text of narrative and to develop their idea in their stories. Narrative text is the one of the text types that inform and entertain the reader of the stories. Explore the value of the social, culture, religion, moral, etc that focus on teaching the reader or the writer in the life better. Narrative text used past tense to tell the stories.

### **G. Organization of the Study**

The organization of the research paper is given in order to make the readers understand the content of the paper.

CHAPTER 1: Introduction. In this chapter the writer presents background of the study, Formulation of the research problems, objective of the study, scope and limitation of the study, significance of the study, definition of the key term and organization of the study.

CHAPTER II: Review of The Related Literature. It covers: definition of writing, teaching writing, Narrative text , Home-made Books, and Previous of the study.

CHAPTER III: The Research Method: the research design, setting and subject of the study, the procedures of the study, data sources, data collecting method and instrument, and data analysis.

CHAPTER IV: Research Finding and Discussion: Result of preliminary study, Result of the action cycle 1, result of cycle 2, Discussion of the finding.

CHAPTER V: Conclusion and Suggestion.

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