

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include Background of Study, Formulation of the Research Problem, Purpose of the Study, Significance of the Study Organization of the Study.

A. Background of the Research

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 drink, food, medicine and etc are always written in English. English is one of keysand ways to open and understand other knowlwdge and science. As an international language, englilh is one of the mediators used in such field, such as technology, science, medicine, social, etc.

The English class is an ideal location for developing such knowledge because there are few constraints on the subject matter discussed during language learning activities (Focho, 2011:7). English language has an important role in educational world, especially in Indonesia. It can be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia. English is becoming one of the main subjects inevery school in every country.

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

At the present time, English has been taught in differences ways in different country, schools, and class, even in groups. Teaching English focuses on students' proficiency in communication recently. The communicatin can be devided both into oral and written forms. Students should learn four of English skills. Listening, speaking, reading and writing to acquire the proficiency. Hayatunisa (2014:17) English has four basic language skills. They are listening, speaking, writing, and reading.

Writing is one of the most important skill in language, especially in English language. Writing is one of language skills that have the important posititon.

Budiyanti (2014:68) argues that writing is a way of learning and developing the students'' communication skill as one of the effective ways to develop a students' communication skill as one of effective ways to develop students' thinking, to understand their thought and feelings more precisely than just expressing them orally. Besides, writing can improve the students' language and stimulate the students'' cognitive which is useful for students who learn a language.

In accordance to the importance in learning writing, students must master writing beside the other skill of Eenglish language, as listening, speaking and also 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.

Writing is a process of communication among people to share information. It is generally considered one of the most difficult and very complex that other skills to learn for foreign language students. 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 *et. al* (2013:138) stated that writing skill plays a pivotal role to improve students' exposure and competency for the purpose of communication and interaction .

In fact, students face problems in the teaching and learning process of English, especially in writing lesson. Usually students cannot write sentences, text, paragraph in the good grammatical and structure correctly. More of students lack of vocabularies to develop their stories. They cannot write they think of. They cannot recognize and brainstorming their ideas. It makes them that writing is one of difficult skill to be learned.

Writing process is a process when a writer begins to transfer or write down their feelings and ideas on the paper (Faisal and Suwandita, 2013:241). When we write, we do more than just put words together to make sentences (Zemach and Rumizek, 2003:3). In the process of writing, a writer should explore her mind to find new ideas that make her writing meaningful. The ideas will be in a sentence,

a paragraph and a text. There are some texts to gather the ideas such as descriptive text, recount text, and narrative.

In the current curriculum- School based curriculum (*Kurikulum Tingkat Satuan Pendidikan*) there are several texts which are taught to be learnt by high school students in Indonesia. According to the Standard of Competence (*SK*) and Basic Competence (*KD*) in the current curriculum *KTSP 2006*, some of those texts are procedure, descriptive, argumentative and narrative text.

Among the texts which are mentioned above, narrative text is considered as the most interesting text. Narrative text is a form of story text that has purpose to entertain readers. Luardini and Asi (2014:82) Narrative texts are those which are organized according to time order or chronological order. It means that it tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way. Furthermore, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade VIII senior high school.

Faisal and Suwandita (2013:241) state that "...the teacher should always remember that theme, topic, vocabulary, and communicative expression must have an appropriate teaching goal". Many students had difficulties in writing narrative text. They were also afraid to make mistakes about grammar, vocabularies and language use, they cannot brainstorm and develop their ideas well in writing. Therefore, the students' motivation in writing was poor. Students

need an additional motivation to want to write. Teacher may use strategy to attract student's interest. There are some techniques that can be used by the English teachers. Absolutely, every teacher should choose the appropriate one to reach their goals.

From explanation above, it means that teachers must consider a strategy that suitable for teaching writing in order to make the learning process becomes effective. The strategy its self should be adjusted with the ability of the students and the condition of the class. Because every class has its condition its self, it also will determine the suitable strategy its self.

To overcome those problems in teaching narrative text, the teacher can use suitable and interesting methods or techniques which are also suitable for the learners. Every method has its own features and weakness. Also, to minimize these problems, students should be a center activity of teaching and learning process or cooperative learning. According to Al-Yaseen (2014:97) For EFL learners, cooperative learning creates a positive learning environment for students to practice their English. It can help students develop skills in communication and improve their motivation to learn. Cooperative learning also has positive effects on student achievement, increases student relationships and increases self-esteem.

Many kinds of cooperative learning to be applied in the EFL classroom to encourage learners to work together to learn. According to Al-Yaseen(2014:94-95) some of methods which hane been successfully applied in the classroom are Round Table' for writing,Jigsaw in reading, and Think-Pair-Share to develop oral and aural skills.

Round Table Strategy is one of kinda cooperative learning strategy which suitable for writing. According to Kagam and Kagam (1998:933) Round Table is teambuilding, mastery, thinking, communication, information sharing. It means that, this strategy can help the students to brainstorm their ideas, writing the text and reviewing the draft of the texts with their friends. In this research, the researcher used Round Table Strategy for brainstorming the ideas in writing a narrative text.

The researcher would like to propose one teching technique which has been shown to be a benefical teaching technique in improving student's understanding of naarative text, that is by using Round Table Strategy. Therefore, in Round Table Strategy, the students worked in a group of four. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. Furthermore, the students can help each other in solving some difficulties in writing.

In the class VIII B of SMPN 1 Sumbergempol the researcher found out that most of the students were have diffulties in writing text. They rarely used their dictionary to find out the new words and various words to develop their ideas and stories. In additional, students were just copying sentences when they did writing in the class. Most of them difficult to gets more creative ideas. Students were unsure of what they had written : they felt that they did not have sufficient language to write what they wanted to write. They were hesitating to admit that they are not sure what they wrote. The students of this class had lower ability in English lesson, especially in writing English.

Based on the problem above, the researcher conducted a classroom action research entitled “Improving Students’ Ability in Writing a Narrative Text by Using a Round Table Strategy at Grade VIII B of SMPN 1 Sumbergempol”.

B. Formulation of Research Problem

Based on the background of the problem, this research was used to answer the problems on the students’ improvement of writing skill through Round Table Strategy. The research questions that were proposed in this study, as followed:

“How can RoundTable Strategy improve students’ ability in writing a narrative text at grade VIII B SMPN 1 Sumbergempol?”

C. The Purpose of the Study

Based on the research question, the purposes of the research was:

“To know how RoundTable Strategy can improve students’ writing ability in narrative text at grade VIII B SMPN 1 Sumbergempol.”

D. The Significance of the Study

There were significances of this research; theoretical and practical. The expected benefits of this research both theoretical and practical was:

1. Theoretical contribution:

a. for the teacher

The result of this research can be used to enrich the theory of teaching writing skill by using Round Table Strategy.

b. For the students

The result of this research can be used as the input of information about the use of Round Table Strategy to improve students' ability in writing a narrative text.

2. Practical contribution.

a. For the teachers

The result of this research can be used as a consideration strategy in teaching writing.

b. For the students

The technique of this research hopefully can help students to increase their writing ability.

E. Definitions of Key Terms

Avoiding misunderstanding, the key term of research is defined as follows:

1. Writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form.
2. Narrative text is an imaginary story that contains a problem and a resolution. It has a social function to entertain the readers. In this research, narrative text will be one of the texts that should be mastered by students of SMP at grade VIII.
3. Round Table Strategy is a kind of cooperative learning strategy in writing. In this strategy, the students are divided into a group of four to brainstorming the ideas. The teacher asks students some questions. Then the students will pass around a sheet of paper to answer the questions. Each student adds his/her contributions.

F. Organization of Study

In order to make a clear arrangement of the study this thesis is dividing into three chapters as explained in the follows:

Chapter I provides background of study, formulation of the research problem, purpose of the study, significance of the study, scope of limitation of the study, definition of the key term and organization of the study. Chapter II focuses on Review of related literature, this chapter presents related literature dealing with definition of writing, writing Ability, Round Table Strategy, the narrative text. Chapter III contains further explanation about Research methodology, this chapter discusses the methodology of the study. It presents the research design, subjects and setting of study, and procedure of the study. Chapter IV Research Finding and Discussion, this chapter discusses the result of preliminary study, Result of the action cycle 1, Result of cycle 2, Discussion of the finding. Chapter V explores the Conclusion and Discussion of the study and also suggestion for further study.