

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Writing is one of four basic language skills that should be mastered by students beside reading, listening and speaking. By writing, students can develop their language and express their knowledge, experience and idea. It can be expressed in the form of essay, paragraph, letter, or short story. As stated by White and Arndt in Mansoor (2011:2) writing is an activity which is able to share ideas, arouse feelings, persuade and convince other people. Thus, writing skill can be used to communicate with others in which through writing the students can convey some information, express their ideas, thoughts, feelings and opinions.

The purpose of teaching writing is to facilitate students' learning, career, and their daily communication. Students need to know how to write letters, how to write reports, how to reply advertisement and increasingly how to write on electronic media. Al-Mutawa and Kailani as cited in Al- Shourafa (2012:236) states that writing as significant language skill should be developed at an early stage of learning the foreign language. Yet, writing is a skill that should not be learned in an isolated form, it should be taught integratedly with other language skills like listening, speaking, and reading. Then, Harmer (2006:79) also says that writing is a basic language skill, as important as speaking, listening, and reading.

Writing is also as one of the most difficult language skills. It is also considered as the most complicated language skill to be learned, compared to other language skills. As stated by Alsamadani (2010:53) that writing is a difficult, complex and challenging process.

In writing process, the writers always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules such as the use of punctuation, structure of sentence, vocabulary, and organization of paragraph. In addition, students will always deal with the process of putting ideas into word, then putting words into sentences and putting sentences into paragraphs until they can create a piece of writing. As stated by Graham&Perin (2007:8) that writing requires the writer to formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

Additionally, writing is very important to the students in every level especially in Junior High School. The process of writing gives influence for the students to get the aim of the lesson. In learning writing, most of Junior High School Students get difficulty because of several problems. The most often problems faced by students are lack of vocabulary. They do not have many vocabulary stock so it disturbs them in producing their writing. The other problem is that students use incorrect capitalization, punctuation, and spelling so it can affect to the clarity of writing. The next problem is that students have difficulty in writing with the right grammar. Most of the students do not make the right sentence structures. In addition, the students

get difficulty in expressing the idea. They do not know what to write and how to develop the topic, and they also get stuck in the middle of writing. As the result, the students have no motivation to write, and writing class becomes a boring and hard activity for them. Teachers' technique in teaching also becomes one of the students' problems in writing. Teacher only uses conventional technique in teaching writing. As the result, students have low motivation in learning writing. As stated by Nurgiyantoro (2001: 289-299) that there are some problems which are faced by students in learning writing. They are organizing idea, lack of vocabulary, and arranging the sentences grammatically. Those problems make the students feel that writing is a difficult activity especially in English.

To get more detail information dealing with students' problems in writing class, a pre-interview was conducted in one of junior school in Jeruklegi, Cilacap on January 12<sup>th</sup>, 2015. It was found that students feel difficult to write in learning writing. The students do not have many vocabularies stock and could not explore their idea when writing. When the students start to write, they always get stuck. They do not know what they want to write. The students also do not have many concept to write something. As the result, the students' achivement is unsatisfying.

Based on the syllabus of Junior High School especially in the eighth grade, the standard competence of teaching writing is that the students should be able to express the meaning of functional written text and simple short essay in the form of recount and narrative to interact with the

environments. In the syllabus, there are two kinds of texts that should be mastered by the students. The texts are recount and narrative texts. This research focused on teaching narrative text in the form of fairy tale and legend.

Narrative text is that a text which tells a story, either fiction or non-fiction, of an event or some events. Its purpose is to present a view of the world that entertains or informs readers or listener (Anderson and Anderson, 1997:8). Then, the generic structure of narrative text are orientation which tells about who the characters involved in the story are, where and when the events happen, complication/crisis which is a series of problems that arise and are experienced by the characters, resolution which tells about how the characters solve the problem (Wardiman et.al ,2008:136). Additionally, the types of narrative are legend, fairy tale, fable, and science fiction.

Considering to the importance of writing narrative text to be mastered by students, it needs an effective way to be applied in the teaching and learning process. One of the way is by using *team word-webbing*.

*Team word-webbing* is as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As stated by Kagan (1989:14) the concepts of *team word-webbing* is that students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of *team word-webbing* in teaching

learning is to analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts.

In this technique, the main topic is written in the center of the paper. The team members add core concepts around the main topic in turn. Then the team has a free-for-all adding details and making bridges between ideas. By using team word-webbing in teaching writing narrative text, the students can get idea or concept so they can develop their idea in writing then share ideas each other, arrange the sentences systematically, and the students can organize the sentences into paragraph to content a good narrative text. In addition, there are some benefits of *team word-webbing* including makes students have a chance to write well with the guiding of their teacher and work in a small group, motivates students to write, stimulate the students' idea in writing, builds the connections and establish the associations between the students experience and the new information that can make the students write a narrative text well, makes students interact with other member of group. So, it can build positive relationship among students

In this research, the writer wanted to know the influence of teaching writing narrative text using *team word-webbing* technique. Therefore, the title of this research is **THE EFFECTIVENESS OF TEAM WORD-WEBBING TO TEACH NARRATIVE WRITING (An Experimental Research at the Eighth Grade Students of SMP Negeri 2 Jeruklegi in Academic Year 2014/2015).**

By conducting this research, it was expected that *team word-webbing* technique gives contribution to curriculum and pedagogy in learning English as Foreign Language. In curriculum, *team word-webbing* can be included as one kind of techniques in teaching writing. While in pedagogy, *team word-webbing* can be applied in teaching learning process. The teacher can apply any variations technique in teaching writing and choose the suitable one in order to make the students interested in writing. By using *team word-webbing* technique, students are expected to write text by using web-webbing as tool in getting and organizing idea or concept.

#### **B. Reason for Choosing the Topic**

There are several reasons why the researcher use *team word-webbing* to teach narrative text, those are:

1. Writing is one of four basic language skills that should be mastered by students as by writing students can explore idea, feeling, and thought in a written form also can improve other skills in learning language.
2. The writer wants to know the implementation and effectiveness of teaching writing using Team word-Webbing because most of the students in SMP N 2 Jeruklegi had difficulties in writing narrative text, those are difficulty in getting, organizing and developing idea, lack of vocabulary and arranging sentence in a good grammar. The writer thinks that *team word-webbing* is appropriate with the condition above.

3. *Team Word-Webbing* is kind of cooperative learning techniques to make students create their ideas or concept so that it can make the students easier in writing.

### **C. Problem of the Research**

The problem of this research stated by the question “Is *team word-webbing* effective to teach narrative writing at the eighth grade students of SMP Negeri 2 Jeruklegi in Academic Year 2014/2015?”

### **D. The Aim of The Research**

The aim of this research is to find out whether *team word-webbing* is effective or not for teaching writing narrative text for the eighth grade students of SMP N 2 Jeruklegi in Academic Year 2014/2015.

### **E. Clarification of Key Terms**

The title of this research is “The Effectiveness of *Team Word-Webbing* to Teach Narrative Writing (An Experimental Research at the Eighth Grade Students of SMP Negeri 2 Jeruklegi in Academic Year 2014/2015)”. To make the readers understand better about the term in the title of this thesis, the following are the clarifications of key terms:

## 1. Effectiveness

Effectiveness is a success effort in obtaining and employing a certain objective, therefore it deals with comparison between objective attainment and the previous plan (Mulyasa, 2010: 173).

In addition, effectiveness is comparison between degrees of goal of attainment with previous arranged planning, or the comparison of the real result with planned of result. (Mulyasa, 2010:173)

## 2. Team Word-Webbing

*Team word-webbing* (clustering or semantic mapping) is powerful tool in concept development and information ex-change. (Stone, 2007:166). It is a certain kind of group that consists of four or five students. This is a quick way to explore background knowledge, summarize main points, or to check if students have the connections between ideas that people are seeking. In groups, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept.

## 3. Writing

Writing is the mental work of inventing ideas, thinking how about expressing them, and organizing them into statements and paragraphs that will be clear to a reader as stated by (Nunan, 2003:44)

#### 4. Narrative Text

Narrative text is a text to amuse, entertain, and deal with actual experience in different ways (James, 2006:11). It is about story which tells a problematic event that is ended by finding resolution.

#### F. Contribution of Research

The research can give the following benefits:

1. For the students

Students at the eighth grade of SMP N 2 Jeruklegi in the academic year 2014/2015 can get different and meaningful experience of learning by using team Word-Webbing.

2. For the English teacher

This research can give contribution to other teachers to innovate learning technique, especially using *team word-webbing*, so that they can increase teaching learning quality and the teacher achievement.

3. For Institution

The institution can conduct this research for other subject material by applying *team word-webbing*. It means for developing and increasing the students' learning achievement and learning performance. It can give a good effect to increase a credibility of the institution.

#### 4. For Other Researcher

The result of the research can be used as a reference for starting point to conduct further research about teaching and learning English, especially by applying *team word-webbing* technique in every classroom activity.

