

CHAPTER I INTRODUCTION

A. Background of The Study

English nowadays is an important thing which is needed by many people in the world. Because of that, many countries included Indonesia put English as a foreign language in their curriculum. The function of English in modern world is not only a language for communication and interaction but also a language for science and technology. Mastering English is a must for the students, therefore without understanding English, they will not be able to improve their knowledge, skills and their communication with other people who come from different countries.

Students have to be able to understand the four language skills in English. It is expected that the students will be able to use English both in oral and written communication that can be useful for their further studies. According to Competence based Curriculum, writing is one of four skills that should be mastered by the students.

Harmer (2001: 255) states writing text has a number of conventions which is separate it out from speaking. Both speaking and writing are used as the form of communications, but they are different. Writing is a skill which exposes facts and ideas by presenting, explaining or interpreting them in some clear, effective and organized way. Writing plays a vital role not only in conveying information, but also in transforming knowledge to create a new one. In writing, the writers inform us an idea, message in written form. They can understand experience, event,

history and idea easily. However, knowledge and experience are significantly needed. Without having a good knowledge in writing, the writers will not be able to convey their ideas to the readers. Muschla (2011: 1) points out that good writing begins with an interesting idea. Without an interesting idea, writing will result in a weak piece. There are several types of writing such as narrative, procedure, descriptive, recount, explanation, analytical exposition, hortatory exposition, report, discussion, review, news item, anecdote, spoof. However, this thesis will focus on the narrative writing only.

Based on the observation and preliminary research of Grade VIII-A of SMP Negeri 1 Stabat and after interviewing the English teacher, from 42 students it was found that there are 17 students who did not pass the minimum standard competence (KKM) of writing competence tests in the first semester and 20 students in the second semester. The score of minimum standard competence is 70. Here are the recapitulations of students' scores from the examination of both semester;

Table 1.1.
Students' Scores of Writing Competence Tests in
Two Semesters 2013-2014

Semester	Score	Students	Percentage	Mean
1 st Semester 2013/2014	< 70	17 Students	40.4 %	51.9
	≥ 70	25 Students	59.5 %	
2 nd Semester 2013/2014	< 70	20 Students	52.3 %	50.9
	≥ 70	22 Students	47.6 %	

Source: Students' accumulated score of Grade VIII A students at SMP Negeri 1 Stabat academic year 2013/2014

Based on the data during interviewing the English teacher at SMP Negeri 1 Stabat, there were some problems found when the teacher teaches writing. The

students do not know how to compose texts independently. They tend to write as much as they can and the sentences do not seem relevant together into the topic provided. Then, the students did not understand how to identify the generic structures and the linguistic features of a text and how to write it. The students are lack of vocabularies, and still have low knowledge in grammar and text genres. It makes them difficult to express their ideas and thoughts in text form. According to Harmer (2004), many students fail in writing because the anxieties they have about their handwriting and they have nothing to say.

In addition, from the data that writer got, the teaching method that sometimes used by the teacher to teaches English is lecturing method. During the teaching learning process the students just sit and listen to the teacher without participate actively. Sajjad (2008) in his study found that lecturing method is still a backbone widely used in teaching and training at higher level of education. It means that lecturing method is a method that often used for higher education.

To solve these problems, there are a lot of alternative techniques and methods in teaching and learning process that can motivate the students and the teacher to get English teaching effectively besides applying a conventional method. One of those techniques is the team word-webbing.

The team word-webbing as cooperative learning has defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal. (Risco: 2007). The students can create a good team and build a new information together in the learning process. A study conducted by Hijazi *et al* (2012) provides evidence that students' knowledge about writing

performance and grammatical rules is polished because of the peer criticism practiced during working cooperatively in a group. Kagan *et al* (2009) explain that team word-webbing is aimed at making the students have a chance to write well with the guiding of their teacher and work in a small group. Moreover, the team word-webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students experience and the new information that can make the students write a narrative text well.

Therefore, the writer would like to use an alternative technique by choosing “Team Word-Webbing” to improve students’ achievement in writing especially narrative.

B. The Problem of The Study

Based on the background of the study, the research problem of this study is formulated as the following:

Is the students’ achievement taught by using Team Word-Webbing higher than that taught by using Lecturing Method in writing narrative text?

C. The Objective of The Study

This study was intended to find out whether students’ achievement taught by using Team Word-Webbing Technique is higher than the students’ achievement taught by using Lecturing Method in writing narrative texts.

D. The Scope of The Study

The scope of the study was limited only to the effect of Team Word-Webbing on students' achievement in writing narrative texts. The consideration to limit the study is the fact that there are four skills of learning English that should be achieved by the students after finishing their study in Junior High School, especially in applying their knowledge in writing narrative texts well. The object of the study is limited on the junior high school students grade VIII.

E. The Significance of The Study

Theoretically, the research findings in this study were expected for:

- 1) Enrich the horizon of language learning.
- 2) Became references for further studies.

Practically, the research findings were expected for:

- 1) The readers especially students, so that they can produce a good narrative text through Team Word-Webbing.
- 2) It can improve students' writing ability especially in writing narrative texts.
- 3) This study also expected to encourage the students to develop their writing achievement, especially in writing narrative text through Team Word-Webbing Technique.
- 4) It was expected to be a solution for English teachers in teaching narrative text.