

CHAPTER I

INTRODUCTION

A. The Background of the Study

English an international language is mostly used in all countries around the world. It is used in almost every aspect of life, such as in science, technology, business, politics, education, tourism, entertainment, and international relationship. In Indonesia, English itself has been taught from the elementary school level up to the university. And even now, it has been taught in the Kindergarten School level as well.

In the teaching-learning process of English, students are taught the four skills, namely; listening, speaking, reading, and writing. Listening and speaking are conducted through oral expression while reading and writing used written expression. The four language skills are important to be mastered. But, among them, writing seems to be difficult for most students. When they are asked to write, they will begin to get bored. This problem really happened when the researcher did the Field Practice Experience (Praktek Pengalaman Lapangan: PPL) in SMAN 2 Binjai.

Generally, writing is a tool of communication using written language. Through writing, someone can convey the information, messages, and ideas to

other people. Writing is considered as the most intricate subject to teach and to learn in school, and is not an easy skill to acquire compared to other language skills (Sugiharto, 2006). But, as a basic skill, writing is very important to be taught in school. Students need to know how to write letters, how to put written report, and how to reply to advertisement. They need to know the punctuations, paragraph, construction, and etc, just as they need to know how to pronounce spoken English appropriately. So, teaching English writing is very useful for students to develop their writing ability. They will be able to produce kinds of writing in English such as poem, story, letter, or essay in various genres. As generally known, there are 12 types of genre in writing that should be studied by Senior High School students, they are; (1) spoof, (2) recount, (3) reports, (4) exposition, (5) news item, (6) anecdote, (7) narrative, (8) procedure, (9) description, (10) explanation, (11) discussion, and (12) reviews.

At present, the Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Senior High School requires the students to be able to express the meanings in short functional written text and simple essay of the 12 genres. The teachers have to be responsible to help their students master the text types. One of them that should be mastered is narrative.

To achieve the objectives of teaching writing, the suitable teaching strategy is needed because the achievement of the objectives depend on the strategy that the teacher applies. A teacher must choose an appropriate strategy in teaching writing so that students can develop their writing skills.

From the interview with the English teacher, Mr. Tiarma Sitepu at SMAN 2 Binjai, it was known that the students had low score in writing. Almost all the students could not write English well. They assumed that writing was a difficult task because they could not transfer their ideas, thoughts and feelings in written form by using English. In other words, teaching writing in this class did not achieve the objective of teaching writing because the students' achievement in writing was low. It shows that the English teachers should choose the best teaching strategy. The researcher also got the information from some students that they faced difficulties in writing a text based on genres. If the teacher asked them to write a text, they were still confused about what they wanted to write. In addition, the writer also observed the teacher did not apply the best strategy in teaching a narrative text. Therefore, it can be concluded that the students' ability to write narrative text were very low because the learning strategy that was applied it was not interesting.

At present, the implementation of the learning revolution in teaching-learning process shows that the instructional process is no longer centered on the teacher but should be student-centered. On the other hand, the teacher does not need to teach their students by lecturing. It will make them bored. The teacher have to be creative in inventing the best way for teaching so it is fun and enjoyable.

In solving the problems in teaching writing to the students of Grade X in SMAN 2 Binjai is, the researcher would like to propose a suitable strategy that can be applied in the teaching-learning process. That is an Investigation Group

strategy. Through the use of Investigation Group, the students are expected to be able to learn the materials more easily. After studying they will not feel bored in the learning process, because the Investigation Group can be done at home or school.

From the explanation, the writer is very much interested in conducting a study on improving student's achievement in writing narrative text through Investigation Group.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows: "How to improve the student's achievement in writing narrative text through Investigation Group?".

C. The Objective of the Study

In relation to the problem, the objective of the study is to investigate the improvement of Grade X students' achievement in writing narrative text through Investigation Group.

D. The Scope of the Study

Writing as one of the four language skills. It seems difficult because there are so many aspects that should be studied, such as punctuation, paragraph, and construction. To increase the students' writing achievement there are many kinds of methods and strategies that can be used by a teacher in the teaching process.

One of the strategies can be applied is Investigation Group. It is a cooperative learning strategy in which students work in some small groups to investigate a learning topic. So, this study is focused on the application of Investigation Group in teaching narrative writing.

E. The Significance of the Study

In the teaching-learning process, students are the main subject and the teacher as the facilitator of imparting knowledge to the students. In teaching English, the teacher uses a strategy of teachings so that the students are interested in learning and it stimulate their minds,thus encourage them to participate in the learning process. This study is expected to be useful for:

1. The English teachers: a valuable input in improving their strategies in teaching.
2. The students: to increase their achievement in mastering narrative writing.
3. Other researchers: to discover some experiments, potential strategies in meeting the students' needs and motivate them to study English.