

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of The Study

In learning a language, there are four skills should be taught to students, they are speaking, listening, reading and writing. In practice, the writing taught after listening, speaking and reading. But this does not state that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Olice Oshima and Ann Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a “product”. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Sharples (1999:8) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of

transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, and anecdote, spoof, and news items.

Based on the opinions, the narrative text is one genre that must be mastered by students in learning English. And theoretically, according to Conlin (1983: 352), narrative is made of development used by the writer to tell a story or to give an account of historical or factual event

In fact, not all students are able to write narrative text properly and in accordance with the existing elements in the narrative text. Based on the researcher's observation at the time of the teaching practice program (PPL) contained 75% of students who were unable to write a narrative paragraph and at Senior High School grade eleventh were many students who got problems in writing narrative text scores. The mean of their writing score was just 61, 72 from 32 students. From the mean of writing score there were 7 students got the score 7, 5, and 20 students got 60 then 5 students got 50. It means just 21,875 % students who passed the writing narrative test.

Teachers of English had taught the material to students well but the students still had the problem in writing narrative text. In addition, the researcher also had looked the teachers of English language teaching by lecture, and then asked the students to write narrative text individually.

From the opinions, student's ability to write narrative text was very less because the learning method that was adopted by teacher of English language was a method that does not fit anymore in this day because it reduced the interest and liveliness of the students in the learning process so that students were bored and did not want to continue learning as they should.

At this present time, there are implementations Learning Revolution in teaching and learning that is learning is no longer centered on teachers and using only the handbook for teaching. On the other hand, teachers in now days do not need to teach the students by lecturing and then ask them to write the narrative text, it will make the students become bored. The teacher must be creative to create a good media for teaching so that the students are happy to get the study and also make them easy to understand.

Based on the opinions, the researcher offered a good media that had to be applied in the learning process of writing narrative text. The media is cubing, Cubing can be used in different ways. It can be used to initiate free writing where students are given three to five minutes to explore each of the six given perspectives. This prewriting activity helps students initially probe a topic, determine what they know, and query what needs to be given further thought and study (Duckart, 2006). Another prewriting use for cubing is, by exploring multiple

perspectives, students determine the most interesting slant for an essay or thesis. Cubing can also be used as an assessment tool for teachers to evaluate the degree to which students understand a topic or book. Perspectives contained on the cubes that prove problematic for students can then be developed and discussed as a class. Teachers can also use this as they reflect on what perspectives they are ignoring in the classroom or what stances they, themselves, are not exploring.

Based on the explanation before, the use of cubing is expect to be one of effective learning materials and media in teaching that can significantly improve students' achievement in writing narrative text.

### **1.2 The Problem of The Study**

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

“Is the student's achievement in writing narrative text significantly improved when they are taught through Cubing Technique?”

### **1.3 The Objective of The Study**

In relation to the problem, the objective of the study is to investigate the improvement of students' achievement in writing narrative text through Cubing technique.

#### **1.4 The Scope of The Study**

The action research was conducted in 2 months in State Senior High School (SMAN;3) Binjai, The subject of this research is the eleventh grade (XI) Senior High School which consists of 30 students.

There are many genres of writing learnt in the SMA (Senior High School) such as recount, narrative, procedure, descriptive, and et cetera. Specially this study focuses on improving the students' achievement in writing narrative text. The media that would be used to improve students' achievement in writing narrative text is Cubing. In other words, the study is concentrated on the genre of narrative.

#### **1.5 The Significant of The Study**

The Finding of this study is expected to be relevant and useful in that finding were expected

1. to improve the students' writing skill, specifically in writing narrative text,
2. to provide significant information for the English teacher in their attempt to decide the cubing as media in teaching narrative text in senior high school,
3. to help the next researcher candidate of the teacher to apply a media in teaching learning process.