

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

Language is basic form of communication. It is a tool used by human beings to communicate to others. By using languages, human beings can narrate and share their experience to others and tell some information to others. One of those languages is English. The position of English in Indonesia is as compulsory first foreign language taught at the school start from kindergarten up to university level. Although it is just a foreign language, it is very importance, it proves that it is one of the subjects required for passing the National examination for junior and senior high school. These show how important English in this world is, therefore it is expected that everyone should be able to master English.

English is an important language in the world. In learning English, there are four major skills which should be achieved by learners, namely listening, reading, speaking, and writing. Listening and reading are grouped into receptive skills while speaking and writing are grouped into productive skills. These skills have different meaning but have the same purpose, which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Based on those reality, Writing is a skill exposing facts and idea which is interpreted clearly, effectively, and well-organized. It is important to note that writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or text, but also it is a

sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of texts in which every sentence is closely related one another.

Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy (Graham & Perin, 2007).

Based on the standard competence in the syllabus of the second year students of junior High School called Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) students are expected to be able to write some genres in writing namely narrative text. Expressing the ideas and thought should be known by the students since it becomes the goal of writing. On the other hand the students should be able to express their ideas or opinions in text form.

The students are not able to write English well, they don't use appropriate words and grammar in writing. Actually, many teachers and students always find the difficulties in improving writing skill. Teachers tend to ignore teaching writing in classroom and many students consider writing as a complex skill that is difficult to acquire and to be thought by teachers. Another reason why writing is difficult for students is students always face a problem in finding ideas to write and do not know what to do if they want to start their writing. Many students also feel frustrated when they could not find the appropriate words, students do not know how to do free writing, and they do not possess the strategies for composing texts independently.

Furthermore, most of them do not enjoy writing and lack confidence in writing on their own. The problem is students cannot improve their writing achievement. There are some reasons which make writing difficult: Firstly, writing requires good grammar. A non-native persons have to remember rules in structure which quite different from their own language; Secondly, people are often known to spend less time writing than listening, speaking and even reading; Thirdly, when students who learn English as a foreign language write something, they have a big question in mind whether it is correct or not. In conclusion, writing is the most difficult skill that learners of any foreign language may face.

It was also found by the researcher during her Teaching Practice Program in 2013 that learning writing was still in problem. It was proved by students' achievement in writing. In class, the teacher only asked students to read the book, and then translated the text and rewrote translation. They were not asked to practice their writing ability.

The researcher also found that the students' are not able to write in simple sentence especially in writing narrative text. They are not confident to use their own english, because of their limited mastery on grammar and vocabulary, and they are not able to organize their ideas into a good text. They had difficulty in writing narrative text because they didn't understand what their teacher had explained. Students are asked to pay attention to the example of one text. Next, they are asked to write independently. So, they think that English is not fun and make them bored and lazy to write.

Based on the preliminary observation has be done at SMP Negeri 27 Medan on maret 27th 2014 that was by asking the English teacher about the students' achievement in writing especially Narrative text, she said that most of the students thought that writing is difficult. She found that the students still did not understand clearly what a Narrative text. They do not know how to transfer their ideas, even how to arrange a sentence. So, the teacher should teach by other methods or techniques which can intimate the students to write.

When the researcher asked the teacher about the students' score list for writing test in two semesters, it was found out that, the minimum criteria mastery (*KKM* or *Kriteria Ketuntasan Minimum*) which is applied by school for English lesson. The minimum criteria mastery (*KKM*) is applied 75 meanwhile the scores of the students are lower. When the researcher observed two English teachers who teach grade VIII, they agree with the opinion that the researcher asked. From the data that the researcher got from them, there were more than 70% of students who couldn't write Narrative text properly in SMP Negeri 27 Medan. And the data of two semester are follows :

**Table 1.1**

**The mean of the Class VII-1 Students' Score in Writing**

Semester	Score	Students	Percentage
1 <sup>st</sup> Semester 2013/2014	< 75	27 Students	65 %
	≥ 75	12 Students	35 %
2 <sup>nd</sup> Semester 2013/2014	< 75	28 Students	70 %
	≥ 75	12 Students	30 %

Source : Students' accumulated score of SMP Negeri 27 Medan academic year

2013-2014

**Table 1.2****The mean of the Class VII-2 Students' Score in Writing**

Semester	Score	Students	Percentage
1 <sup>st</sup> Semester 2013/2014	< 75	25 Students	69.4 %
	≥ 75	11 Students	30.6 %
2 <sup>nd</sup> Semester 2013/2014	< 75	28 Students	77.8 %
	≥ 75	8 Students	22.2 %

*Source : Students' accumulated score of SMP Negeri 27 Medan academic year 2013-2014*

Based on those reality, it is necessary to know some methods for helping students in writing. The appropriate and comprehensive methods for teaching writing related with four square technique. Four square technique is a technique to make the students can understand the text or narrative text. The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in writing narrative text.

From the previous explanation, the research will conducted to see how the application of four square technique affects students' achievement in writing narrative text.

### **B. The Problem of the Study**

Based on background of the study before, the problem is formulated as follow: "Is the student's achievement in writing narrative text taught by using four square technique higher than that taught by using lecture method "?.

### **C. The Scope of the Study**

The scope of the study is focuses on the applying four square Technique to improve students' achievement in writing narrative text. The object of the study is limited on the Junior High School students grade VIII at SMP Negeri 27 Medan .

### **D. The Objective of the Study**

In line with the problem, the objective is to investigate whether students' achievement in writing narrative text by using four square technique is higher than those taught by lecture method.

### **E. The Significance of the Study**

Results of this study are expected to be giving out the theoretical and practical significance. Theoretically, the expected of this research is to enrich the learning of science writing especially in writing narrative text by using four square technique.

Practically, the result of the study is important and useful for those :

1. Teacher, to increase their own professionalism in teaching writing by using four square Technique and the result of the study would be very useful for teachers of English and others who are concerning with assessment of teaching English.
2. Students, giving information to increase their writing ability and to motivate the students to be better in writing narrative text.
3. The readers, to have interest research to enlarge their understanding about writing narrative text.