

CHAPTER I

INTRODUCTION

A. The Background of the Study

People as social human beings, need to communicate with each other to support the connection among one person to others. Therefore, people need a tool to be used to communicate in their daily life. One of the tools that can be used is language. Language is useful to share information, idea, opinion, and feeling, and so on from one to another.

As an International language, English becomes an important language to be learned by many people all over the world. Mastering in English can give us many advantages. For example, we can bring our culture to the world, we can adapt faster if we want to study abroad and there are so many other benefits of being able to use English.

In Indonesia, English becomes a foreign language. This means that Indonesian must learn English whether in a formal or informal education. In formal education, there are four skills which have to be mastered by the students. They are: reading, listening, speaking, and writing. Reading and listening constitute as receptive skills, while speaking and writing as productive skills. Writing as a productive language means the students have to produce a language, in this case, in a written form. This is why writing may be considered as the most difficult and complicated skill among the four language skills because it needs

specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently.

Writing is one of the four skills which has always formed parts of the syllabus in teaching English, where mastering the ability to write effectively is seen as a key objective for learners (Harmer, 2004: 31). In line with this statement, students must learn writing at their school as demanded by the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan, 2006), where students should master some genres of writing such as: procedure, recount, narrative and so on.

Based on an interview with the teachers in SMAN 1 Binjai, it was found that the major problems in writing that students faced are how to generate and develop ideas, and also how to choose the suitable words. Most of them would rather copy from other sources. Thus they have only a few words to write whenever they were asked to write a composition. In other words, they lack ideas and poor ability to organize them.

There are many types of writing that should be mastered by the students in writing such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can be interesting for the students. In this study, the writer tries to help the students in writing narrative text because many of students still feel difficult to get the idea and also to write narrative text based on generic structure.

To solve the problem, teachers should find an interesting method to teach their students. One of the instructional methods is using the cooperative learning. Cooperative learning is a learning method which the activities are done by the students in a group. By making the students sit in group, they can work together and discuss about what they are going to write and changing mind each other about the idea.

There are many kinds of technique which have already been popular in cooperative learning, such as jigsaw, time token, concept sentence, pair checks, mind mapping and so on. But in this research, the writer decided to apply concept sentence technique to teach narrative text. Concept sentence technique can compel the students to develop the process of their creative thinking from themselves. Concept sentence technique consists of several steps one of which is giving the key words. By using the key words, it helps the students to think creatively so then they can organize the available keywords become a systematic and meaningful story.

A number of studies showed that the concept sentence technique in writing has become effective applied by the researchers. Muliani (2013) researched on the concept sentence technique in writing narrative text for the eighth grade students of SMP Negeri 1 Kabila. She found that the students' ability in writing narrative text after getting the concept sentence technique become higher than the previous one. Concept sentence technique can ease the students to process the two important stages of writing, first is the students have to think the ideas that would be written and the second is the students have to put their ideas into a written form

because the students were given a reference to form of words which could be developed into a sentence and then they can incorporate it into a paragraph. Shantika (2013) also studied the use of concept sentence in writing ability for the eleventh grade students of SMA Negeri 1 Tunjungan Blora. Her study resulted that concept sentence technique can make the students feel free to select of lexical items and structural pattern for their written exercise by giving the clue card.

Based on the explanation above, the research was conducted by using of concept sentence technique in SMA Negeri 1 Binjai. The writer expected the teacher can be easier to transfer the knowledge and the students more interesting to study English especially in writing narrative text. So the ability of the students in writing narrative text can increase.

B. The Problem of the Study

Based on the background of the study, the problem was formulated as the following: “Is there any significant effect of the concept sentence technique application on the students’ achievement in writing narrative text?”

C. The Objective of the Study

This study was aimed at investigating whether the Grade X students’ writing achievement affects the students’ achievement if they are taught by using concept sentence technique.

D. The Scope of the Study

There are several kinds of writing text and technique of teaching writing skill, but this study was limited in writing narrative text which was focused on the using of concept sentence technique in teaching narrative text especially a legend on students' writing in Grade X at Senior High School. Concept sentence technique was used because the writer believed that this technique was able to help the students to design the narrative text.

E. The Significance of the Study

The findings of this research are expected to be useful theoretically and practically. Theoretically, the finding can add up more horizons in theories of language learning and also become reference for other studies. Practically, the finding can be useful for teachers who want to apply a new technique of teaching writing text and to overcome their problem in learning English especially writing narrative text and also for readers who want to enlarge their knowledge in conducting the same research.