

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Based on the author's experience in the practice of teaching, it was not easy for the students to speak well in English, especially in the narrative. Students often fail to talk because they face a number of factors: such as, (1) the lack of attention to the learning process (2) lack of motivation to work hard (3) the lack of time to improve skills. In this situation the writer interested to know how the strategy of teachers in teaching narrative texts in the classroom.

Previous teachers of English has made several attempts to overcome these problems, among others, select media and learning tools that support improving the management in the classroom in order to create a pleasant learning situations. However, the efforts made are still less successful in solving the problem of learning English in the classroom.

Through self-reflection conducted by the teachers, teachers and researchers plan to make improvements in teaching methods with the aim to improve his profession as a teacher, so that the learning process is getting better which in turn will result in increased activity and student learning outcomes. If the learning process does not improve then the student will not be able to achieve a relatively high KKM. In this study, teachers of english and researchers collaborate to improve instructional practices to be more effective so that the learning objectives achieved as expected. In solving these problems, studies teachers and researchers seek solutions by applying methods and learning strategies are more effective in

accordance with lesson material presented, and can create learning creativity in the form of learning model application.

Learning model that should be developed so that the student's ability to grow is a model-based learning to students or liveliness and creativity of students, namely the learning of students as subjects view a dynamic learning while teachers only serves as a facilitator and motivator. This situation can be done by developing and applying cooperative learning. Cooperative learning emphasizes on attitudes or behavior in work or help among others in the group to solve a problem that can be mutually beneficial (Slavin, 2005).

The ability of each teacher is not the same, this is due to differences in the level of education, intellectual and social conditions, which impacted when teachers teach in the classroom, and so on. Nonetheless, there are principles that remain to be addressed by a teacher in the learning process which creates a situation that really can improve student learning outcomes and students in learning activities. In the process of teaching and learning that we often encounter the tendency of students do not want to ask the teacher, although not understand the material being taught.

Learning strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently.

On the other hand Dick & Carey (1985) states that the learning strategy is a set of instructional materials and procedures that are used together to inflict on student learning outcome.

Learning Model Cooperative Learning is one of learning model that supports contextual learning. Cooperative Learning Teaching system can be defined as a system of work / study group is structured. Included in this structure are the five basic elements (Johnson & Johnson, 1993), which is positive interdependence, individual responsibility, personal interaction, skill work together, and the group process.

Cooperative learning is a teaching and learning strategy that emphasizes the attitudes or behavior in work or help among the regular cooperation structure within the group, which consists of two or more people.

Cooperative learning is a form of learning that is based on a constructivist ideology. Cooperative learning is learning strategy with a number of students as members of small groups of different ability levels. In completing the task group, each student group members to work together and help each other to understand the subject matter. In cooperative learning, learning is said to be unfinished if one friend in a group have not yet mastered the lesson material .

During the cooperative learning students remain in the group for a few meetings. They are taught specific skills to be able to work well together in the group, such as being an active listener, explaining to the group with good friends, discussing, and so forth. To be done well, students are given an activity sheet with questions or tasks that are planned to be taught. During his work in the group, task group members is to achieve mastery of the material presented teachers and mutual help among a group of friends to achieve mastery of the material. Learning not finished if one of the group members there who have not mastered the subject

matter. Cooperative strategy is one of the main focus of this thesis. Cooperative learning is a teaching strategy that involves a group of students to work collaboratively to achieve a common goal (Eggen and Kauchak, 1996: 279). Cooperative learning is organized in an attempt to facilitate the students to experience leadership attitudes and make decisions within the group, as well as provide opportunities for students to interact and learn together students of diverse backgrounds. So in cooperative learning students play a multiple role as a student or as a teacher. By working collaboratively to achieve a common goal, then students will develop skills associated with their fellow human beings that will be very useful for life outside school

Language is a very important tool of communication that is used to communicate between two or more people in carrying out their daily activities and have a major role to make people understand. The function of language is not only for communication but also for the cultural transfer. English is the international language has been taught to student of kindergarten, elementary, junior high, high school and also to University students. In English there are four skills that must be learned in learning English, they are Listening, Speaking, Reading and Writing.

One of the skills the focus of this thesis, namely speaking. Speaking is one of the four language skills are hard part is listening, speaking, reading and writing. To enable us to speak, we should listen. And the same thing in writing, to make us able to write, we should be able to read and think a lot. Speaking is the act of conveying information or expressing one's feelings in a speech: clear thinking to help speak clearly. Action convey information or express one's feelings in a

speech: clear thinking to help speak clearly. As well as in narrative learning, students are not just listening, writing and reading, but students can talk like a character in the narrative text. With clear spoken language while learning, it will be easier for students to understand and be interested in learning. A narrative story and narrative writing tells a story, when someone says "let me tell you what happened to me today," the person who started the narrative. Actually there are many ways to solve the above problem in improving their skills in speaking. There is one way to solve the problem with the method is suitable in using strategies teachers in the classroom. Situation this may be because it is less suitable strategy. So teachers must make variation's and choose a strategy that fits in teaching Speaking. As a teacher, author always think to solve problems encountered in the learning process and the lack of student understanding narrative texts and author find alternative methods of solving problems through think pair and share strategy.

B. Problem Of The Study

The problems in this study are stated as follows:

1. What the strategy use in teaching narrative text in SMA N 1 Onan Runggu?
2. What is the type of english teaching strategy used by teacher in SMA N 1 Onan Runggu ?

C. The Scope Of The Study

The scope of this study to analyze teachers strategy in teaching narrative text

D. The Objectives Of The Study

The objectives of the study are to describe the teaching and learning process of teaching speaking to the tenth grade students of senior high school.

The objectives of the study can be stated as follows:

- a. To find out the type of strategy used in teaching narrative
- b. To explain what is the strategy used in teaching narrative text.

E. Significance Of The Study

This study will be useful as follows:

1. To teacher , give a better solution in applying a better strategy in teaching process especially in teaching narrative text.
2. To students , can improve their ability to speak in class especially in narrative text and this strategy to make students interested .