

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English is one of the foreign languages learned and used by many Indonesian people. It is used largely in many fields of life. In the field of education, English is taught and learned from the kindergarten to the university. In the cultural field, it is used as an effective tool of communication to promote and exhibit our culture in the international show or exhibition. In the economic field, it has a big role for trading and negotiating business matters, especially in business agreements of exporting and/or importing the goods and services. It shows that English is very useful for our purposes in daily activities.

In education, English as subject, is taught and learned by many people. In the English curriculum the government has regulated how to treat English as a foreign language, which must be mastered well by all the students learning it. In the teaching and learning process the teachers are also expected to be able to teach English well and the students are expected to learn and to practice English fluently, good at listening, speaking, reading and writing.

Writing is an important skill that provides individuals with a way to communicate, an outlet for expression, reflection, and the means to record or history. Writing proficiency does not develop instantaneously; it is continuous process that adapts and changes with one's experiences and education.

Writing is as one of the language skills recognized by the public. Writing is a skill that requires a good mastery of the language. In learning the language, writing is an advanced proficiency.

Semi (1995: 5) argues that the teaching of writing is the foundation for writing skills.

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Writer's own view that to write, the learner must master the rules of grammar writing, i.e. spelling and grammar rules, morphology and syntax. In addition, the mastery of vocabulary is much needed as well.

Writing as speaking, is a productive skill and expressive. The difference is, writing is not face to face communication (indirect), while talking a face-to-face communication (direct) (Tarigan, 1994: 2). According to Azies and Alwasilah (1996: 128), writing skills are closely related to reading. The more students read, the more likely he writes well.

The activity of teaching writing can be such reinforcement about the language that the students have learnt, language development, learning style for the learning-teaching process, and the most important thing, because writing is one of four language skills which have to be taught to the student to develop their communicative competence. These language skills are also called actionable competency – based curriculum of 2004 (Kurikulum Berbasis Kompetensi: KBK) and in the Educational Unit Oriented Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan: KTSP), and writing is a language skill in its own right (Harmer, 1998,33)

To realize that the above-mentioned government in this cases the Ministry of National Education has made various efforts such as by improving the curriculum. But the reality shows on the field, learning to write not as expected. This is evidenced by the low results of learning to write and lack of ability to read in the daily.

A study at the School MTsN Langsa, revealed the average and standard deviation of the results of studying the writing of 366 students examinees end 2008/2009 school year, each for 6.82 and 0.48. In addition, the lowest and highest values respectively of 6.00 and 8.89. This means that the participants learn writing final exams at the MTsN so low and uneven as indicated by the low average (mean) and standard deviation of magnitude numbers (Standard deviation).

In this case, low learning outcomes, especially in learning to write narrative text in MTsN Langsa, invites many questions. One effort to improve the quality of learning is the determination of an appropriate learning model with the condition. The more appropriate learning models used by the more effective conditions to achieve maximum results. Seen from this aspect, low level of student learning outcomes may be due to poor teachers in determining learning model, which makes students passive and less interaction with fellow students in learning activities. Begins with the learning problems of this writing, this research focused on alternative methods in learning. Some learning methods available are Cooperative Learning and Contextual Teaching Learning. The study shows the theory of learning through interaction among students that characterize Cooperative Learning to improve learning outcomes (Slavin in Suhaida Abdul Kadir.2002). Moreover, learning through CTL helps students see meaning in the lessons, they learned in the context of how to connect it with their lives daily.

In addition, the ability to read as one of the factors will influence the success of students learning students through Cooperative Learning methods and Contextual Teaching Learning. Therefore, the ability to read is also included in the study that served as a moderator variable.

Nothing the two types of learning methods, then attempt to determine the effectiveness of each method of writing a definitive study that can be used as a guide in improving the results of learning to write.



## 1.2 Identification of the Problem

In relation to the explanation above, there are many factors which influence the students' achievement. Is there any effect of learning method on the students' achievement in teaching English? Is there any effect of the students' motivation on the students' achievement in learning English? Does reading ability effect on the students' achievement on writing? Does the teachers' competence effect in the students' achievement in learning writing narrative?

## 1.3 The Problems of the Study

The problems of the study are presented as the following:

- 1.) is there any significant difference in the students' achievement in writing taught by cooperative learning compared with contextual teaching learning ?
- 2.) is there any difference on the students' achievement in writing narrative text between the student who have high and low reading ability ?
- 3.) is there any interaction between methods of teaching and reading ability on the students' achievement in writing narrative text ?

## 1.4 The Objectives of the Study

The objectives of the study can be described as follows:

- 1.) to find out the different effect of cooperative learning and contextual teaching learning on the students' achievement in writing narrative text.
- 2.) to find out the different effect of high and low reading ability on the students' achievement in writing narrative text.
- 3.) to find out the interaction between the teaching methods and reading ability on the students' achievement in writing narrative text.

### 1.5 The Scope of the Study

There are some teaching methods that we can use in enhancing the students capability in teaching writing English. But in this case the writer just focuses her research on the use of two methods, they are; cooperative learning and contextual teaching learning. These two methods are the methods that can help students to learn English in a good and relax situation. There are some texts in English. They are descriptive, narrative, exposition, etc. The researcher will concern only to narrative text.

### 1.6 The Significance of the Study

The findings of this study are expected to be useful for:

- 1.) English teachers as a contribution for them to improve their students' achievement in writing narrative text.
- 2.) students or readers to improve their ability in writing narrative text.
- 3.) those who want to conduct further in depth study in writing narrative text.



