

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Research

English, as one of the foremost languages in the world, is the medium of International communication. English plays a very important role in education, business and administration. It is the medium of instruction for higher education. People have a great motivation to learn in order to have a good skill in using the language.

Language skills cover four aspects, namely: listening, speaking, reading, and writing. This is in line with the aim of English learning as stated in Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006: KTSP 2006 or 2006 Curriculum) that the students should have written and spoken ability in communication. The ability to communicate is the ability to understand and produce the spoken and written text realized in the four language skills.

Writing is probably the hardest skill to be learnt, because the complexity of the written language compared to the spoken one is much greater. Writing is related to text-making activities; such as generating and arranging ideas, and developing ideas in sentences; like drafting, shaping, rereading the text, editing, and revising. Then, to produce a good piece of writing demands standard forms of grammar, paragraph, content, the writing process, purposes, and mechanics.

The problems and difficulties of students are realized in their poor achievement in writing. Martha (2003) has conducted a research on the Students'

Ability in Writing Composition. The result showed that among 40 students; there were only 11 students (27,9 %) that could get a good score in writing, while the other, 29 students (72,5%) were unable to write well. The phenomenon shows that writing is the hardest skill for the students, and they have low learning motivation and not interested in writing class.

There are many theories on how second language (L2) is learned and how to implement various methods in the classroom. These theories are intended to help teachers to improve teaching-learning process achievement. Two of them are Cooperative Language Learning (CLL) and Task - Based Language Teaching (TBLT). CLL is a method where students working together to attain group goals which cannot be obtained by working alone or competitively. Students work in group as a team to solve a problem, complete a task or achieve a common goal. So, cooperation is not only a way of learning but also a theme to be communicated. TBLT on the other side is a teaching method which uses tasks as its core programs to organize language teaching. It advocates learning language knowledge and training skills in the process of completing tasks. Teacher are no longer just instructor, but also guides, nor are learners just receives but also principal agents who use their communicative abilities to transfer from their mother language to the target language.

It is assumed that these methods are the best methods in teaching English as a Foreign Language (EFL) to overcome the classroom's problems in writing, like narrative writing. Kagan and High (2002) explain that one of the method which shows positive result in boosting the students' writing skill is the

incorporation of Cooperative Learning. CLL gives positive impacts such as greater effort to achieve more positive relationship among pupils and greater psychological health. Legenhausen and Wolff (1990) concur that writing in small groups is an efficient way to promote writing abilities and it was an excellent interaction activity. Collaborative work between learners is encouraged to increase the students' motivation and develop positive attitudes towards the writing activities (Nunan, 1991). The students should be responsible in their writing and give the opportunity to share their work with others.

On the other hand, a study by Zhu Lin (2009) shows if comparing to traditional teaching methods, TBLT can give learners better initiative and make them more active in writing class. In TBLT, teacher designs some familiar activities in everyday life to create real or relatively real environment to stimulate learners' interests in writing and teach them how to socialize and communicate in certain occasions. It is an effective teaching method whose tasks can improve the structure of classroom teaching, propel learners to learn and utilize English in activities and help learners get together to cooperate and experience the success and joy in learning English.

Besides teaching methods, students' achievement in writing is also influenced by many factors. One of them is motivation. Many studies about the most appropriate learning methods that can be applied for all situations have failed because the students do not have motivation to study. Motivation is defined as which arouses and sustains a person's behavior. Motivation has been called the neglected heart of language teaching (Rost, 2000). Motivation either exists within

the students (intrinsic motivation) or comes outside the students (extrinsic motivation). The students with high learning motivation are the students with high desire to learn in teaching learning process, while the students with low learning motivation are the students who always have less effort in their study. All of learning activities such as writing are filtered through students' motivation. In this sense, students' motivation controls the flow of classroom. Without students' motivation, there is no pulse or life in the class.

Based on the underlying facts, this research is intended to discover the effect of teaching methods and students' learning motivation on students' narrative writing achievement. It means that the effect of applying these two teaching methods and students' learning motivation will be proven whether they are effective towards achievement in narrative writing.

## **1.2 Problems of the Research**

Based on the background of the research, the problems of this research are formulated in question forms as follows:

1. Do CLL and TBLT significantly affect the students' narrative writing achievement?
2. Does students' learning motivation significantly affect their achievement in narrative writing?
3. Is there any interaction between CLL and TBLT methods and students' learning motivation to their achievement in narrative writi

### **1.3 Objectives of the Research**

In line with the previous problems, the objectives of the research are:

1. To find out whether CLL and TBLT significantly affect the students' narrative writing achievement.
2. To find out whether students' learning motivation significantly affects their achievement in narrative writing.
3. To find out the interaction between teaching methods and students' learning motivation to their achievement in narrative writing.

### **1.4 Scope of the Research**

There are many methodologies that the teachers can use in enhancing the students' achievement in English, especially in writing. This research limited on the application of CLL and TBLT which assume can help the students' achievement in writing. In relation to these methods, there are many factors affect the students' learning such as motivation, interest, personality, etc. In this case the writer chose motivation factor, because it is one of fundamental essence of language teaching. Motivation helps develop greater language - learning skills and encourages greater overall effort and results in greater success in terms of language achievement like writing. The writing text chosen was narrative text which is one of the most widely used genre text in writing of Standard Competency on Educational Unit Oriented Curriculum (Kurikulum tingkat Satuan Pendidikan; KTSP) for grade IX of Junior High School (Sekolah Menengah Pertama: SMP).

### **1.5 Significance of the Research**

Through this research, it is expected that the effects of CLL, TBLT and students' learning motivation will be clearly revealed out. It is hoped that it can provide valuable information, which may have theoretical as well as practical value for English language teachers and learners. Theoretically, the result of the research will support the theory of CLL and TBLT in improving the students' ability in writing. Meanwhile, practically the result of the research will guide the English language teachers in their attempt to decide the appropriate methods that should be applied in enhancing the students' narrative writing achievement. It is also expected to give contribution for those who are interested in performing further study in other field of research.

