

Hak Cipta Diindungi Undang-Undang

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is an activity done by English language learners. They write for many purposes. One of them is to create communication between writers and readers. Writing should be mastered by the learners because writing is an important skill in English beside speaking, reading and listening. It means that writing is one of the language skills to express idea, thought, feeling, and opinion in written form. Nunan (2003, p. 88) has mentioned that writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. When students write about one thing, it means that they are expressing their knowledge in that field. Many people can express their idea, opinion by writing. No matter what kind of writing the students do, they should have a specific and a clear objective (Syafii, 2014, p. 4).

There are several kinds of paragraph, which are procedure, descriptive, narrative, recount, and report. These kinds of paragraphs should be mastered by the students in writing skill in junior high school. Narrative paragraph is a paragraph that should be taught at junior high school. A narrative paragraph tells the story of an event occurred as well as who was included and what transpired. The paragraph describes either

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an actual event or a fictional one that the writer creates. Syafi'i (2011, p. 53) mentioned that narrative is storytelling, whether tells a true story or fiction. A narrative paragraph gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.

State Junior High School 14 (SMPN 14) is one of the junior high schools in Pekanbaru. English is served as a compulsory subject in this school. The time allocation of English subject is three times a week (240 minutes). At the second grade of State Junior High School 14, referring to the competence based in curriculum (KTSP) of Junior High School, writing aims at expressing a simple personal or interpersonal feeling in recount, narrative, procedure, descriptive, and report in daily days by written form. (Kemendikbud, 2006, p. 23). According to the quotation, it is clear that students have to able to write narrative paragraph. The passing score of English subject in State Junior High School 14 Hangtuh Pekanbaru is 79.

Based on researcher's preliminary observation at State Junior High School 14 Pekanbaru on December, 14 2016, writing skill was taught by using discussion technique. Generally, it was found that there were many processes in teaching narrative done by teacher. Firstly, teacher explained to the students about the purpose of the narrative paragraph, generic structure of narrative paragraph and grammatical features of narrative paragraph. Secondly, the teacher asked students to write a narrative paragraph individually based on the topic and time allocated to complete

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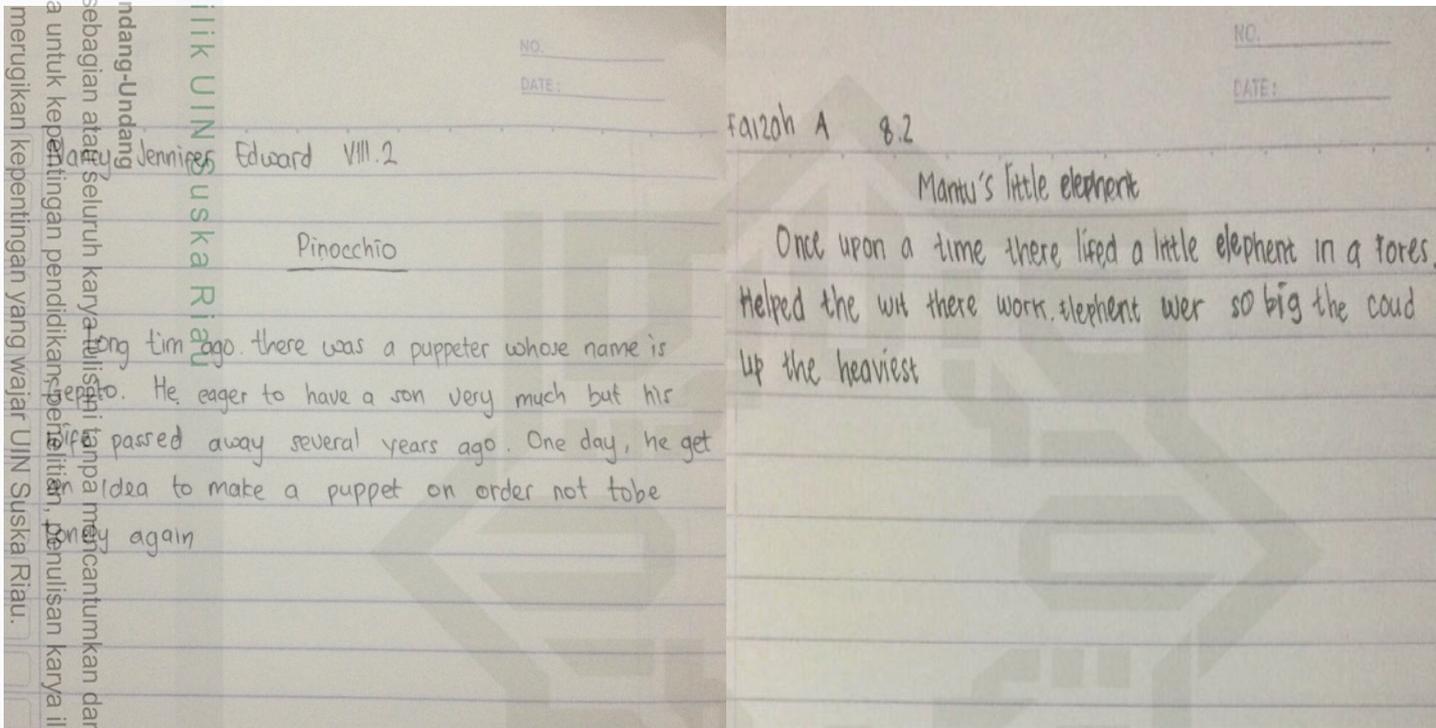
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the task. After that, the teacher gave feedback to students' writing and end up the lesson. In order to improve students' ability in writing, teacher also supported it by providing other programs such as Writing English Paragraph and English day on every Saturday. This method was used to make the students understand and able to write.

In the researcher's interview to the English teacher of the State Junior High School 14 Pekanbaru, she found that some of the students were not able to write especially in narrative paragraphs. The teacher said that the students' scores in English were at the average 50 in semester test. It means that only few students had good scores. In fact, many students still had difficulties in writing narrative paragraphs it can be seen from the following phenomena:

- a. Some of students were difficult to express their ideas in writing narrative paragraphs.
- b. Some of students were difficult to use good grammatical features in writing narrative paragraphs.
- c. Some of students were difficult to choose vocabulary appropriately in writing narrative paragraphs.
- d. Some of students were difficult to write generic structure in writing narrative paragraphs.

The following are examples of students narrative writing paragraphs of the second grade at State Junior High School 14 Pekanbaru:



From the students' narrative writing paragraph above, it is shown that students A still faced problems or difficulties in developing the ideas in English, deriving vocabulary correctly and writing English grammatically. While, students B is also still facing problems or difficulties in deriving vocabulary correctly and writing English grammatically. This is an indication that the students' narrative writing paragraphs of the second grade at State Junior High School 14 Pekanbaru needs to be improved.

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Dealing with the phenomena above, the researcher's wants to apply *Draw Label Caption Strategy* in order to increase students' ability in writing narrative paragraphs. Mea (2013, p. 3) mentions that Draw Label Caption is a prewriting strategy that can help students focus on a topic and add details to a piece of writing. Drawing a picture before writing allows students to become familiar with their topic and visualize details. This strategy works well for narrative and descriptive writing. In addition, Peha (2003, p. 47) also defines that Draw Label Caption strategy is a strategy in writing that uses a three steps namely: draw, label and caption. It means in this strategy, the students are asked to draw something to get their ideas. Then, the students are asked to give the names of their drawing, they are allowed to label everything that is considered as important thing for them. The last, based on their label, they can make the sentence under their picture to tell about their writing, it is called as caption.

Therefore, based on the phenomena and explanation depicted above, the researcheris interested in investigating the problems into a research project entitled **“The Effect of Using Draw Label Caption (DLC) on Students' Ability in Writing Narrative Paragraphs at State Junior High School 14 Pekanbaru”**.

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B. Problem**1. Identification of the Problem**

Based on the background of the problem, it was clear that most of the second grade students at State Junior High School 14 Pekanbaru still got some problems in writing narrative paragraphs ability.

To make it clearer, the problems are identified as follows:

- a. What were the causes that some of students were difficult to express their ideas in writing narrative paragraphs?
- b. What were the causes that some of students were difficult to use good grammatical features in writing narrative paragraphs?
- c. What were the causes that some of students were difficult to choose vocabulary appropriately in writing narrative paragraphs?
- d. What were the causes that some of students were difficult to write generic structure in writing narrative paragraphs?

2. Limitation of the Problem

There are many problems to be discussed in this research. Thus, to make this research clearer, the researcher limits the problems to the students' ability in writing narrative paragraphs at State Junior High School 14 Pekanbaru. It refers to the detail information of paragraphs, the generic structure, and the language feature of narrative paragraphs.

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3. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated as follows:

- a. How is the students' ability in writing narrative paragraphs for those who are being taught without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru?
- b. How is the students' ability in writing a narrative paragraphs for those who are being taught by using Draw Label Caption strategy at State Junior High School 14 Pekanbaru?
- c. Is there any significant difference of students' ability in writing narrative paragraphs between two groups of using and without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru?
- d. How large is the significant magnitude of the effect on students' ability in writing narrative paragraphs by using Draw Label Caption strategy at State Junior High School 14 Pekanbaru?

C. Objective and Significant of the Research**1. Objective of the Research**

- a. To find out the students' ability in writing narrative paragraphs for those who are being taught without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.

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- b. To find out the students' ability in writing a narrative paragraphs for those who are being taught by using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.
- c. To find out if there is a significant difference of students' ability in writing narrative paragraphs between two groups of using and without using Draw Label Caption strategy at State Junior High School 14 Pekanbaru.
- d. To find out how large is the significant magnitude of the effect on students' ability in writing narrative paragraphs by using Draw Label Caption strategy at State Junior High School 14 Pekanbaru

2. Significance of the Research

- a. To give information to the school about the strategy that can be solve the problems of the students' ability in writing narrative paragraphs.
- b. To give some contributions to the students in order to improve students' ability in writing narrative paragraphs.
- c. To enhance the researcher's knowledge about teaching writing by using Draw Label Caption Strategy.

D. Definitions of the Term**1. Effect**

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Jack Richard,

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2002, p. 190). So, effect in this research is defined as the result of using Draw Label Caption strategy on students' ability of writing narrative paragraphs at State Junior High School 14 Hangtuhah Pekanbaru.

2. Draw Label Caption Strategy

Peha (2003, p. 47) defines Draw Label Caption (DLC) is a great strategy for writers of all ability levels and it helps students capture a scene and focus on important details. It is a strategy that allows the students to draw a picture, label every details in the picture, and then give an overall caption or summary of what is happening in the picture. It means that this is a great strategy that students can write narratives of everything they have labeled the actions and help the students capture a scene and focus on important details.

3. Writing Narrative Paragraph

Paragraph is a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped (Jack Richard, 2010, p. 418). It means that narrative tells the story, whereas dialogue, action, introspection, and description show the story (Means, 1998, p. 147). The term paragraph in this research refers to narrative paragraph. According to Syafi'i (2011, p. 53), narrative is storytelling, whether tells a true story of fiction. A narrative paragraph gives an account of one or more experiences. It tells a story to make a

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point or explain an idea or event. So, writing narrative paragraph in this research is the ability of students in writing that tells about story telling whether tells a true story of fiction in a paragraph in English written form.

E. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research, namely:

1. The title of this research is relevant to the researcher's status as a student of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. It is also a requirement for the researcher as a student of Department to carry out a research project in order to be able to complete his study.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the writer in conducting the research.