

Hak Cipta Dilindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. The Background of the Problem

Writing is one of the important skills in learning a language. According to Nunan (2003, p. 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. By writing, students can develop and express their ideas, feelings and thoughts. Writing is a system of symbols which represents the sounds, syllables, and words of a language. The ability to write has become an indispensable skill on students' life. In writing, students are able to express their ideas. According to Miller (2006, p. 1), it can broaden your world by enabling you to communicate effectively with people that have never met. It means that writing is a communication or interactive activity. It can help students make sense of information that assaults you every day and present ideas so that others will take them seriously. Almost every aspect of everyday life of students carries out writing from such as doing homework, report, project paper, and exercises.

Writing is one of the language skills in English. Writing can be done by anyone. But it is not all the people can do writing grammatically and successfully. According to Nunan (2003), writing is an activity that expresses the idea of one person in written form to tell the readers about his/her knowledge. When students write about one thing, it means that they are

expressing their knowledge in that field. There are many aspects that should be considered in writing, such as developing ideas, grammatical devices, choice of word, writing strategy and so on. According to Marianne (2001, p. 233), grammar in writing emphasizes that a focus or form in composition can help writer develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction. In other words, whatever and however language learners must follow the aspects of writing and master them in writing.

Based on KTSP of English for Junior High School 2006, the students should be able to use language in communication of both written or oral language to commemorate the global era (Depdiknas, 2006, p.307). According to Syafi'i (2007, p. 1), good writing should be the goal of every student. So, teaching objective is how the students are required to be able to write many kinds of genres, such as narrative, descriptive, procedure paragraph, etc, which are useful for communicative purposes.

Teaching writing is not easy. It needs good cooperation between teacher and students in the process of learning. According to Syafi'i (2007, p. 100), there are four dominant factors that involve the success of the teaching and learning process, namely, teachers, materials, method of teaching and learning. Teaching is guiding and facilitating learning, enabling the learners to learn, set the conditions for learning and learning is acquiring or getting knowledge of subject or skill through the study, experience, or instruction (Brown, 2000, p. 7).

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In teaching and learning process, the teacher or educator should be more creative, active, innovative, effective and interested. Based on the researcher's preliminary observation by interviewing the English teacher, writing skill was taught by using discussion technique, writing English paragraphs, and conducting English day. Generally, teacher reviewed the characteristic of the texts based on genre given, including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, the teacher asked students to write a simple paragraph individually based on the time given. After writing simple texts, the teacher gave feedback toward students' writing. In order to improve students' writing ability, teacher also supported it by providing other programs such as writing English paragraphs and English day on every Saturday. This method was used to make the students understand and able to write. The researcher's direct observation and interview with the teacher of the eight grade students at State Junior High School 1 Kuok showed that students still had difficulties in writing especially for narrative paragraph. The teacher said that the students' scores in English were at the average 50 in semester test. It means that only few students got good scores. In fact, many students still had difficulties in writing and their writing ability was still far from curriculum expectation. Some of the students still had difficulties in comprehending narrative text. It is seen from the following phenomena:

1. Some of the students had difficulties in word order whether it was at the first, in the middle, or at the last of the narrative paragraph.

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2. Some of the students were not able to write narrative paragraph by using good language features in narrative paragraph such as using simple past tense, using adverb of time, using time conjunction.
3. Some of the students were not able to express their ideas in writing narrative paragraph.
4. Some of the students did not have interest in writing. It means that the students of State Junior High School 1 Kuok were still poor in writing narrative paragraph.

The problem in that school happened because the students tended to learn reading rather than writing. The researcher asked the teacher and she said that the students' writing ability were still low. It can be seen from the students' score average of writing was only 50. Furthermore, the minimum Passing grade (KKM) in English subject is 68. The Passing grade was also applied for all language skills, namely listening, speaking, writing, and reading. And when the teacher asked the students in order to write a sentence, some of the students were difficult to write the sentence because of the differences between English spelling and what was written. Sometimes, the students fell bored because their teacher just asked them to write the English sentence in each meeting, by any way or media could make the students like and enjoy writing narrative paragraph.

Therefore, to solve this problem needs an appropriate strategy to help them as solution for their problems in their writing ability. In this case, the researcher wants to offer to use hero quest strategy. According to Hanson

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(2009, p. 71) hero quest is a strategy that extends students' writing ability. The students tell or identify the main character in the story. By using colored markers they draw a graphic representation of the main character and apply pertinent characteristics, when the story is taking place, where the action is happening, what will happen in the story, and the ending of the story. According to Hanson (2009, p. 71) Hero quest is a powerful tool for mapping writing plan or outline quickly. Using in the language arts classroom, its graphic orientation is especially helpful for visual students. Planning a response visually provides many students with a sense of security.

By understanding the fact above, the researcher is interested in conducting a research entitled: **“The Effect of Using Hero Quest Strategy on the Ability in Writing Narrative Paragraph of the Eight Grade Students at State Junior High School 1 Kuok Kampar Regency”**.

B. Problem

Based on the researcher's observation at State Junior High School 1 Kuok, it is clear that some of the students are still getting problem especially in term of narrative paragraph. To make the problem of this research clear, thus the problems of this research are identified as follows:

1. Identification of the Problem

Based on the background and phenomena in narrative paragraph, encountered by the students, the problems of this research are identified in the following identifications:

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- a. Why were some of the students not able to choose word order whether it was at the first, in the middle, or at the last of narrative paragraph?
- b. Why were some of the students not able to write narrative paragraph by using good language features in narrative paragraph such as using simple past tense, using adverb of time, using time conjunction?
- c. Why were some of the students not able to express their ideas in writing narrative paragraph?
- d. Why do some of students not have interest in writing?

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research. But, in this research paper, the researcher focuses on students' ability in writing narrative paragraph referring to generic structure of the paragraph and language features of narrative paragraph by using Hero Quest strategy.

3. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem as follows:

- a. How is the ability of the eight grade students in writing narrative paragraph taught by using hero quest strategy at State Junior High School 1 Kuok Kampar Regency?
- b. How is the ability of the eight grade students in writing narrative paragraph taught without using hero quest strategy at State Junior High School 1 Kuok Kampar Regency?



- c. Is there any significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy of the eight grade at State Junior High School 1 Kuok Kampar Regency?

C. Objective and Significance of the Research

1. Objective of the research

Related to the formulation of the problem above, the following is the researcher's objectives to conduct this research:

- a. To find out students' ability of the eight grade at State Junior High School 1 Kuok Kampar Regency in writing narrative paragraph taught by using hero quest strategy.
- b. To find out students' ability of the eight grade at State Junior High School 1 Kuok Kampar Regency in writing narrative paragraph taught without using hero quest strategy.
- c. To find out whether or not there is a significant difference between students' ability in writing narrative paragraph by using and without using hero quest strategy of the eight grade at State Junior High School 1 Kuok Kampar Regency.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. This research finding is expected to be beneficial in education, in the term of the students' ability in writing narrative paragraph.



- b. To help students, especially for the students of State Junior High 1 Kuok.
- c. This research finding are also expected to be positive and valuable information for those who are concerned in the field of teaching English as a foreign or second language.
- d. To give information to other readers about the use of Hero Quest strategy in writing narrative paragraph.

D. Reason for Choosing the Title

There are some reasons why the researcher is carrying out this research:

- 1) The title of the research is relevant to the researcher's status as a student of English Education Department.
- 2) The title of the research is not yet investigated by other previous researchers.
- 3) The location of the research facilitates the researcher in conducting the research.

E. Definition of the Term

There are so many terms involved in this research. To avoid misunderstanding about the terms used in this research, thus the following terms are necessarily defined as follows:

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1. Effect

In this research, the effect means the result of using hero quest strategy on the ability in writing narrative paragraph of the eight grade students at State Junior High School 1 Kuok Kampar Regency. According to Hornby (1995, p. 369), Effect is change of procedure by an action or cause as define.

2. Hero quest

This is a strategy used by the teacher to improve students' writing ability in writing narrative paragraph. According to Hanson (2009, p. 71), Hero quest is a strategy that extends students' writing ability.

3. Writing ability

In this research, writing ability means the ability in writing narrative paragraph of the eight grade students at State Junior High School 1 Kuok Kampar Regency. Writing is specific ability which helps writers put their thoughts into words in a meaningful form and mentally interact with the message (SIL International, 1999, p. 1).

4. Narrative paragraph

According to Syafi'i (2007, p. 16), narrative paragraph is telling or relating of occurrences or a series of event. In this research, it means the students write simple narrative paragraph by using hero quest strategy of the eight grade students at State Junior High School 1 Kuok Kampar Regency.