CHAPTER I

INTRODUCTION

A. The Background of the Problem

Communication is very important in society. Besides speaking, writing also becomes one way to communicate with people. In writing, a person can communicate a variety of messages to a close or distance, known or unknown readers by using sign and symbol as the elements for delivering messages.

Writing is a crucial skill to be mastered by the students. It is crucial because writing is used in almost every aspect of students' life such as doing exercise, final exam, writing essay. Many benefits are also gained by students from writing as Urquhart (2005, p. 3) said that it enhances critical thinking, allows students to take greater responsibility for their own learning, promoting reflective thinking and questioning, and helping students to make connections between events, people, and ideas, and also the students struggle with what to put down next or how to put it down on paper -constantly using eye, hand and brain- they often discover something new to write a new way of expressing their idea. Thus, the relationship between writing and thinking makes writing a valuable part of any language course.

In order to accomplish the students' need in writing, based on the curriculum (KTSP), writing must be provided as one of the skills in mastering English that should be taught and learned by the students. State Senior High

School 1 Bandar Petalangan of Pelalawan Regency is one of the educational institutions in Pelalawan Regency that provides writing as one of the English skills and it has been taught since the first year of English teaching period. It was taught twice a week with time duration 45 minutes for one hour. The minimum students' passing grade (KKM) of English subject at the State Senior High School 1 Bandar Petalangan was 75. This school used the School-Based Curriculum (KTSP) in the process of teaching and learning English. Based on KTSP (BSNP, 2015, p. 126), the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level

2. Having awareness about the sense and the significance of English in order to increase national competence in global society

3. Developing understanding of students about the relationship between language and culture

Based on the syllabus of the second year students, there are two basic competencies in English that must be achieved by the students those are standard competence and basic competence. In standard competence, the goal is expressing the meaning of simple short essay in forms of *recount, narrative,* and *procedure* in daily life context. In the basic competence of writing English refers to capability of students in expressing the meaning in monologue texts or essays which use various written language accurately, fluently and contextually in the

forms of texts such as *report, narration*, and *analytical exposition* regarding the surrounding environment (BSNP, 2015, p. 128)

Based on the statement above, it is clear that writing requires a lot of aspects that should be mastered by students. It means that if the students are not able to master the aspects required in writing as demanded by the curriculum, thus, the process of teaching and learning writing will not run efectively.

For some students, writing is hard to be mastered. It is the fact that writing in foreign language is often associated with correcting error, such as: developing ideas, choice of word, grammar, spelling, punctuation and so on. Therefore, based on the writer's observation in the school, many of the students said that writing was difficult, espesially in writing narrative text because the English rules (grammar) were very complicated such as how to differentiate between simple present and simple past tense and they differed from their native language, they often made incorrect construction of structures or broke the language rules, and they had difficulties in vocabulary and they were difficult to express their idea in writing.

The next problem of the students when the writer asked students to write the narrative paragraphs was generating and organizing ideas. The students admitted that it was very difficult to find ideas to be written and how to write it in good arangement. It can be seen that the students were thinking and brainstorming ideas, they spent long time.

Another problem was in vocabulary. They were hard to find the suitable words to describe their Ideas. They were not able to express words in English which they tended to use indonesian style of English to translate the words. The other was in grammar, in narrative especially for using the past tense in which they did not master, and also how to diferentiate the use of kinds of grammar. In fact, their writing were not in good grammar, the reader could not catch and comprehend the idea of their writing. It can be seen from the following example of the students' writing.

Based on preliminary study at State Senior High School 1 Bandar Petalangan of Pelalawan Regency, especially for the Second year students, the writer found the following phenomena:

1. Some of the students had difficulties in generating and organizing ideas.

2. Some of the students had difficulties in developing and supporting their ideas.

3. Some of the students were unable to write English grammatically.

4. Some of the students were unable to differentiate between present tense and past tense in English.

5. Some of the students had lack of vocabulary

6. Some of the students were unable to choose vocabulary appropriately in writing text.

7. Some of the students had difficulties in establishing and writing the generic structure clearly of the text.

To improve students' writing skill, the teacher used some strategies in teaching narrative text in writing, for example: using some pictures, team work, and pair work. However, this teaching strategy seems unable to give much improvement to the students' writing ability.

Furthermore, as the writer observed some students were not paying much attention to the lesson when they were asked to write. This was not surprising because the writing activity made the students bored. That means, it requires the

active learning strategy that can make the students interested and enjoy their writing class.

One of the appropriate strategies that can help overcome the problems of the students' writing ability in narrative paragraph is foldables strategy. This strategy is a development of graphic organizer as often known as mind mapping, graphic, and chart. The basic idea of this strategy is the students make graphic organizer in 3 demensional form that they write with essay, vocabulary, and another aspects and they can also put picture or some creations that they like.

A Foldable is a 3-dimensional, student-made, interactive graphic organizer based upon a skill (Zike, 2002, p. 1). Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information. It means that foldable strategy is one way of helphing students integrate reading, writing, thinking, organizing data, researching, and other communication skills into various content areas by creating hands-on structures for organizing information.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting a research entitled: "**The Effect of Using Foldables Strategy on Students' Writing Ability in Narrative Paragraph at State Senior High School 1 Bandar Petalangan of Pelalawan Regency".**

B. The Problem

From the background and phenomena above, it is clear that some of the students have difficulties in writing narrative paragraph. There are many factors that influence the problem.

1. The 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:

a. What makes some of the students still have difficulties in generating and organizing ideas?

b. What makes some of the students still have difficulties in developing and supporting their ideas?

c. What makes some of the students unable to write English grammatically?

d. What makes some of the students unable to differentiate between present tense and past tense in English?

e. What makes some of the students have lack of vocabulary?

f. What makes some of the students unable to choose vocabulary appropriately in writing text?

g. What makes some of the students still have difficulties in establishing and writing the generic structure clearly of the text?

2. The Limitation of the Problem

The problem discussed in this paper is concerned with the way to solve the problem by using Foldable strategy on the ability in writing narrative paragraph at State Senior High School 1 Bandar Petalangan of Pelalawan Regency.

3. The Formulation of the Problem

Based on the limitation of the problem, the writer formulated the problem as follow:

a. How is students' writing ability in narrative paragraph taught without using Foldables Strategy at State Senior High School 1 Bandar Petalangan of Pelalawan Regency?

b. How is students' writing ability in narrative paragraph taught by using Foldables Strategy at State Senior High School 1 Bandar Petalangan of Pelalawan Regency?

c. Is there a significant effect on students' writing ability in narrative paragraph taught by using Foldables Strategy at State Senior High School 1 Bandar Petalangan of Pelalawan Regency?

C. The Objective of the Research

1. The Objective of the Research

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

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a. To find out writing ability of the students taught without using Foldables Strategy at State Senior High School 1 Bandar Petalangan of Pelalawan Regency.

b. To find out writing ability of the students taught by using Foldables Strategy at State Senior High School 1 Bandar Petalangan of Pelalawan Regency.

b. To find out whether or not there is a significant Effect on the students' writing ability in narrative paragraph taught by using Foldables strategy at State Senior High School 1 Bandar Petalangan of Pelalawan 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 at State Senior High School 1 Bandar Petalangan of Pelalawan Regency.

c. To provide the information for the next researcher.

d. To give information to other readers about the use of Foldables strategy in writing ability in narrative paragraph.

D. Reason for Choosing the Title

There are several reasons why the writer is interested in carrying out the research above:

1. The writer chose writing as variable y because writing is one of the difficult skills in English.

2. The writer chose narrative text because the writer felt that narrative text is one of the most complex text taught in the High School.

3. This research was relevant to the writer's status as a student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.

4. As far as the writer was concerned, this research title has never been investigated by any researcher.

5. The location of this research facilitated the writer in conducting the research.

E. The Definition of Term

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanations and definitions about the meaning of the terms used in this research:

1. Effect

According to Richards and Schimdt (2010, p. 190), effect is a measure of the strength of one variable's effect on another or the relationship between

two or more variables. In this research, effect is defined as the results of teaching writing treated by using Foldables Strategy.

2. Foldables

A Foldable is a 3-dimensional, student-made, interactive graphic organizer based upon a skill (Zike, 2002, p. 1). Foldable Strategy means in this research is a strategy that is used by writer to find out its effect on students' Writing ability in narrative paragraph at State Senior Highs School 1 Bandar Petalangan of Pelalawan Regency.

3. Writing Ability

According to Hornby (2005, p. 138), writing ability is specific ability which help writers put their ideas into words in meaningful form and interact with the massage. It means that we think of some ideas, thoughts and feelings and try to write it into a sentence in piece of paper.

4. Narrative paragraph

According to Syafi'i et al. (2013, p. 47), narrative has certain elements commonly. They are unfold over time possessing characters that display some types of emotions and centre of events more than ideas. This statement emphasizes that narrative paragraph is built up by series of events happened in two characters in past time. In this research, narrative pharagrap is a kind of essay that writer used to measure the capability of the students of State Senior High School 1 Bandar Petalangan of Pelalawan Regency in writing the narrative Paragraphs.