

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the productive skills in English. Writing demands language learners to master in marking letters or numbers in a surface to be read by other people. Writing is not an easy work, because the writer should be able to give clear description to the readers, so that the readers understand the message in his writing. Besides, writing is used almost in every activity done by students especially in learning process. It means, students will be easy to remember something by writing the things down.

In writing, the writer is free to express his or her ideas, feelings and opinions that the writer wants to share. To make students' writing well, they must be able to understand what components of writing are, such as content, organization, vocabulary, language use and mechanics.

According to School Based Curriculum (KTSP), writing is one of the skills in English that must be taught and learned in Senior High School. So, the purposes of teaching English based on KTSP 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

MA Hasanah Pekanbaru is one of the schools that follow the rule of KTSP as its guidance in teaching and learning process. In MA Hasanah Pekanbaru, English has been taught twice a week with time duration about 45 minutes. According to syllabus at the second year of first semester, 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.

Based on the writer's preliminary observation, teachers in MA Hasanah Pekanbaru have taught English by using some techniques that are appropriate for writing skill. Generally, teacher reviewed the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the texts organizations and the language features. Then, the teacher asked students to write simple essay individually based on the time given. After that the teacher would give feedback toward students' writing. Based on the description above, students have been taught writing maximally. Ideally, the second year students of MA Hasanah Pekanbaru are able to write paragraphs.

In reality, the condition of students at MA Hasanah Pekanbaru were far from expectation. The writer found that some of the students were still not able to write paragraphs. It can be seen from the following symptoms:

1. Some of the students need a long time to express their idea in writing
2. Some of the students are not able to focus on the topic of their writing

3. Some of the students feel block-minded in developing ideas connected with the situation or topic given
4. Some of the students use grammar incorrectly in their writing
5. Some of the students use inappropriate vocabulary in writing a text
6. Some of the students look panic to write sentence on their paper
7. Some of the students always stare out of window while thinking to their writing

Based on the phenomena above, it was necessary to find out the factors that influence the students. In order that they have an opportunity to practice their writing. Then, the students have friends to share their idea and giving opinion of their writing.

According to Englert and Raphael in Topping, students especially beginning writers are most likely to have difficulties in ideas generation, text organization and meta-cognitive knowledge of the writing process.¹ Thus, the students hardly finish their writing. There was a method which is able to solve the students' writing problem, called paired writing. Paired writing method was a set of guidelines to be followed by pairs working together to generate a piece of writing for any purpose.

Finally, based on the explanation above, the writer is interested in conducting a research entitled **“The Effect of Using Paired Writing Method towards Writing Ability in Narrative Paragraph of the Second Year Students at MA Hasanah Pekanbaru”**.

¹ Keith Topping, *Paired Reading, Spelling and Writing: The Handbook for Teachers and Parents*. (London: Cassell Education, 1999), p. 95

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpreting about the terms used in this research, the writer provided the following definition:

1. Paired Writing Method

Paired writing method is a framework and set of guidelines to be followed by pairs working together to generate a piece of writing. In this research, paired writing method means a teacher's method that was applied to the second year students at MA Hasanah Pekanbaru

2. Writing Ability

Writing ability is one of the English skills used to write the ideas, feelings and thinking down to a media. In this research, writing ability means a skill that should be mastered by the second year students at MA Hasanah Pekanbaru

3. Narrative Paragraphs

Narrative paragraphs is a series of words and sentences which has generic structure; orientation, complication and resolution. Therefore, the term of narrative paragraph of this research refers to a material of English related to the writing skill that has been taught to the second year students of MA Hasanah Pekanbaru

C. The Problems

1. The identification of the Problem

- a. How is students' writing ability in narrative paragraph?
- b. What is the factor that influences students' writing ability in narrative paragraph?
- c. What is the effect of using paired writing method towards students' writing ability in narrative paragraph?
- d. Does students' writing ability in narrative paragraph get better after teacher applies paired writing method?

2. The Limitation of the Problem

The limitation of the problems is about writing ability in narrative paragraph that consists of content, organization, vocabulary, language use, and mechanics

3. Formulation of the problem

It is necessary for the writer to formulate the research into the following research questions:

- a. How is students' writing ability in narrative paragraph taught by using paired writing method of the second year at MA Hasanah Pekanbaru?
- b. How is students' writing ability in narrative paragraph taught without using paired writing method of the second year students at MA Hasanah Pekanbaru?

- c. Is there any significant effect of using paired writing method towards students' writing ability in narrative paragraph of the second year at MA Hasanah Pekanbaru?

D. The Objectives and the Needs of the Research

1. The Objectives of the research

- a. To find out the data about students' writing ability in narrative paragraph taught by using paired writing method of the second year at MA Hasanah Pekanbaru
- b. To find out the data about students' writing ability in narrative paragraph taught without using paired writing method of the second year at MA Hasanah Pekanbaru
- c. To find out whether or not there is significant effect of using paired writing method towards students' writing ability in narrative paragraph of the second year at MA Hasanah Pekanbaru

2. The Needs of the Research

- a. This research is expected to help the process of teaching-learning English, especially in writing ability of narrative paragraph
- b. This research is expected to provide the readers, teachers about the information of paired writing method and writing ability in narrative paragraph
- c. This research is expected to motivate the students to improve their writing ability in narrative paragraph