

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the most important skills in learning English, which has a close relationship with the learning process. It is important for every student at each level. By writing, students can develop and express their ideas, feelings and thoughts. Almost every aspect of the students' life is carried out into writing forms such as doing assignments, reports, and even final exams. To write well, students should know the fundamentals of writing and its components. Providing students with the opportunity to engage in a variety of writing experiences can enhance their ability to learn the subject matter of a course and to communicate their knowledge to others.

In developing students' writing ability, the suitable position and experience are important when English teachers teach about writing itself, because it can be the helper in students' future about how to be good in writing. Curriculum used in Indonesia for education is School Based Curriculum (KTSP), which has operational plan arrangements such as : the raising of potential, intelligence, interest, and the ability of the students. Based on KTSP¹, the purposes of teaching English are as follows:

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

¹Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), pp. 307

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 in MA Darel Hikmah Pekanbaru, there is one basic competence that should be achieved by the students of the first year at senior high school in the first semester. The capability of students in expressing the meaning in the short written functional text and simple essay including report, narrative and analytical exposition in daily life context.

In teaching-learning process, two crucial elements that should be considered by teacher are the way of teaching and technique which is used. These elements are related to each other. The use of certain technique or strategy can influence students' interest in learning. Based on researcher's interview at MA Darel Hikmah Pekanbaru, writing skill was taught by using discussion technique. The teacher just gave review of 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, teacher asked students to write a simple paragraph individually based on the time given. In fact, students are difficult to write paragraph and their writing ability is still far from curriculum expectation. It is seen from the following phenomena:

1. Some of the students are not able to find the ideas in writing narrative paragraph.
2. Some of the students are not able to write generic structure of writing itself.
3. Some of the students are not able to use correct grammatical order in narrative paragraph.
4. Some of the students do not have enough vocabulary to develop their ideas while writing narrative paragraph.
5. Some of the students are notable to write a good paragraph in term of mechanic (spelling, punctuation, capitalization and etc).
6. Some of the students are not able to write an unity and coherence paragraph .

Based on following phenomena, it needs an appropriate technique to help them as solution for their problems in writing. The paragraph hamburger strategy is writing organizer that visually outlines the key components of a paragraph. Topic sentence, detail sentence, and a closing sentence are the main elements of a good paragraph, and each one forms a different “piece” of the hamburger². In addition, lantz and smaroff assumed that hamburger strategy can be applied to any kind of text³, but the writer is interested in applying narrative paragraph. Based on the explanation and the problems experienced by the students

²Weta, Washington.2013.*Classroom Strategies: Paragraph Hamburger*.SlideShare.Retrieved on august23th,2013, from the world wide webhttp://www.readingrockets.org./strategies/paragraph_hamburger?Theme

³Lants, Hays B and Nancy Smaroff. *Teacher’s Guide Containing All Student*. (New Jersey : lawrence Esribaum Associates. 2009) p. 266

above, the researcher is interested in conducting a research entitled: “**The Effect of Using Paragraph Hamburger Strategy on Students’ Writing Ability in Narrative Paragraph of the First Year at MA Darel Hikmah Pekanbaru**”.

B. Definition of the Terms

To avoid misunderstanding and misinterpretation about some terms that are used in this research, it is important for the writer to define them as follows:

1. Paragraph hamburger strategy

Paragraph hamburger is a strategy which is Using a hamburger to represent the main components of a paragraph, story, or report. Paragraph hamburger strategy meant in this research is a strategy used by writer to know its effect on students’ writing ability in narrative paragraph at the first year at Ma Darel Hikmah Pekanbaru.

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.⁴ In this research, it refers to students’ writing ability in narrative paragraph of the first year at Ma Darel Hikmah Pekanbaru.

3. Paragraph

⁴SIL International. 1999. *What are writing skills? Version 4*, p.1 (Retrieved on Jun 10, 2012), www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

A paragraph is a unit of information in writing unified by a central idea.⁵ It has three major structural parts, they are: a topic sentence, supporting sentences and a concluding sentence. In this research, paragraph means structured ideas are whole of passage to deliver material and to train students' writing ability in form of narrative.

C. Problem

1. Identification of the Problem

Based on the phenomena that have been described in background of the problem above, for further explanation, thus the problems of this research are identified as follows:

1. Some of the students are not able to find the ideas in writing narrative paragraph.
2. Some of the students are not able to write generic structure of writing itself.
3. Some of the students are not able to use correct grammatical order in narrative paragraph.
4. Some of the students do not have enough vocabulary to develop their ideas while writing narrative paragraph.
5. Some of the students are not able to write a good paragraph in term of mechanic (spelling, punctuation, capitalization and etc).
6. Some of the students are not able to write an unity and coherence paragraph .

⁵M. Syafi'i S, M. Fauzan Ansyari and Jonri Kasdi. *The Effective Paragraph Development: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI. 2007), p. 1

2. Limitation of the Problem

Because of limited time and energy, it is necessary for the writer to limit the problem. Based on the identification of the problems stated above, it is clear to illustrate that the students were not able to collect the ideas, were not able to use generic structure, and were not able to use correct grammatical order in narrative paragraph. Therefore, the writer would like to solve students' writing problem in narrative paragraph by using paragraph hamburger strategy.

3. Formulation of the Problem

Based on problems limited above, thus, the writer formulates the formulation of the problems in the following research question:

- a) How is students' writing ability in narrative paragraphs who are taught by using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru ?
- b) How is students' writing ability in narrative paragraphs who are taught without using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru ?
- c) Is there any significant difference of students' ability in writing narrative paragraph between students who are taught by using paragraph hamburger strategy and those are taught without using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' writing ability in narrative paragraph who are taught by using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru.
- b. To find out students' writing ability in narrative paragraph who are taught without using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru.
- c. To obtain whether there is or not a significant difference of students' writing ability in narrative paragraph which is taught by using paragraph hamburger strategy and those who are taught without using paragraph hamburger strategy of the first year at Ma Darel Hikmah Pekanbaru.

2. Significance of the Research

This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as novice researcher, The research findings are expected to give the valuable input, especially to the teachers of English in Senior High School and generally to all of the English teachers as an attempt to improve the students' writing ability. The research findings are also expected to give positive contribution for teaching English as foreign language whether theoretically or practically, and also to motivate students to improve their proficiency in writing ability, in order to give chance for students to be master of English.