

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the ways to communicate with someone by using written language. According to Marianne Celce-Murcia, writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.¹ In writing, the writer needs to know what the content, and purpose are, and who the reader of our writing is.

There are many purposes of writing. One of them is expressing our idea or feeling to the readers. Therefore, writing is not an easy job. According to Hughey, writing is difficult, often the most difficult of all language skills in both first and second language development.² In writing, the writer needs to pay attention to formal aspects: neat hand writing, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.³

In writing, the students should have knowledge and ability in using the correct composition perfectly, if their writing is being read by reader, the writer cannot correct and give explanation of the mistakes of writer to

¹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (New York: Heinle & Heinle, a Division of Thomson Learning, Inc., 2001), p. 207

²Jane B. Hughey, et al, *Teaching ESL Composition: Principle and Technique*. (Rowley, Massachusetts: Newbury House Publishers, Inc,1983), p. 38

³Penny Ur, *A Course in Language Teaching: Practice and Theory*. (New York: Cambridge University Press, 2003), p. 163

the reader directly. In writing process, there are several important things that should be considered by a writer; they are: audiences, audience expertations, tone, and purpose.⁴ the writer should consider the aspects of writing in writing; they are: choice of words, grammar, vocabulary, spelling, coherence and others. Therefore, the students should master many aspects of writing skill.

In Junior High School, writing is one of the skills in mastering English that must be taught and learned based on the School Based Curriculum (KTSP). The standar competence of teaching English is expressing the idea in simple text of monologue/essay that uses written form fluently and accurately in narrative and report paragraph to interact in the contexts of daily life and the indicators of writing are the students are able to write short monologue text in the form of recount and narrative correctly, using the correct vocabulary, and the correct chronological order.⁵ In this research, the researcher focuses on narrative paragraph.

Based on writer's preliminary research at MTs Masmur Pekanbaru, the teacher used three-phase technique and fictures to help the students in teaching and learning process. Ideally, the students at MTs Masmur Pekanbaru should be able to write an essay based on the required syllabus

⁴ M. Syafi'i S, et al., *The Effective Paragraph Developments: The Process of Writing for Classroom Settings* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), pp. 109-113

⁵ Citra Amelia., *Syllabus of MTs Masmur Pekanbaru* (Pekanbaru: Unpublished, 2014), pp. 10-11

well. But in reality, the researcher found many students still had difficulties in writing, especially in writing narrative paragraph.

The Minimal Passing Grade (KKM) in the school is 70, the writer found that the second year students at MTs Masmur was still lower than the Minimal Passing Grade that the students should reach in learning writing ability. According to Citra Amelia (English teacher at MTs Masmur Pekanbaru) in writing, the students have problems with vocabulary, grammar, choice of word and spelling. Some of the students have mistakes when the teacher asks them to write narrative paragraph in learning process⁶.

However, based on the writer's observation at MTs Masmur Pekanbaru, the students' writing ability on narrative paragraph was far from expectation. The problems faced by the students can be outlined in the following phenomena:

1. Some of the students are not able to make the correct narrative paragraph.
2. Some of the students are not able to write the main idea in narrative paragraph correctly.
3. Some of the students are not able to use chronological order in writing narrative paragraph correctly.

⁶ Citra Amelia. (Pekanbaru: Unpublished, 2013).

4. Some of the students still make mistake in using vocabulary in writing narrative paragraph.

To improve the students' ability in writing especially in writing narrative paragraph, the appropriate method is required to help them as a solution for their problems. This method is called Blender method. Blender method is combining elements of brainwriting and brainstorming, thus taking advantages of the strengths of each⁷. The combination is valued more for its stimulus potential⁸. It will help the students generate as many creative ideas as possible and learn how to use the activities to generate ideas.

Brainwriting refers to a class of group methods in which the ideas are generated silently in writing. Brainstorming is one of the most effective, and probably the most widely used, of the group processes. The process became known as brainstorming because the participants' brains were used to "storm" a problem⁹. This method gives participants freedom to continue any idea with their own thoughts rather than forcing them to add to the thoughts of others.¹⁰

The advantages of this method are including accomodation of social interaction needs, and simulation by the ideas of others and also

⁷Artur B. Vangundy, *101 Activities: For Teaching Creativity and Problem Solving* (New York: Pfeiffer, 2005), p. 265

⁸ Arthur B. Vangundy, *Creative Problem Solving: A Guide for Trainers and Management* (New York: Greenwood Press, Inc, 1987), p. 135.

⁹ Ibid.

¹⁰James M. Higgins, *101 Creative Problem Solving Techniques* (America: New Management Publishing Company, Inc., 1994), p. 126

include elimination of domination, interpersonal conflict, and status differences.¹¹ The writer considers that BLENDER method can help students to develop their writing ability in narrative paragraph.

Based on the description and phenomena above, the writer assumes that the second year students at MTs Masmur Pekanbaru still have difficulties in writing. Therefore, the writer is interested in conducting a research entitled:

“The Effect of Using Blender Method Toward Students’ Writing Ability on Narrative Paragraph at the Second Year of MTs Masmur Pekanbaru”

B. Definition of the Key Term

To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research:

1. Effect.

Effect means a measure of the strength of one variable’s effect on another or the relationship between two or more variables.¹² In this research, the term of effect refers to effect of using blender method towards students’ writing ability on narrative paragraph at the second year of MTs Masmur Pekanbaru.

¹¹ Arthur B. Vangundy, Op. Cit. P. 132

¹²Jack C. Richards and Schmidt Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*. New york: Person Education. 2002. P. 175

2. Blender Method

Method is an overall plan the orderly presentation of language material-procedural based on a selected approach.¹³ Blender method is combining elements of brainwriting and brainstorming, thus taking advantages of the strengths of each and It will help the students generate as many creative ideas as possible and learn how to use the activities to generate ideas.¹⁴ In this research, the term of blender method refers to the method that is used by the teacher in improving students' writing ability.

3. Writing Ability

Ability is skill.¹⁵ In addition, ability is skill or power.¹⁶ writing is a tool to communicate, to convey ideas to someone by using written language. According to Means and Lindner, Writing is thinking on paper, but trying to draft and think simultaneously is difficult.¹⁷ Therefore, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

¹³ Kalayo Hasibuan and Muhammad Fauzan, *Op. Cit*, p. 4

¹⁴ Artur B. Vangundy, *op.cit*, p. 265

¹⁵ Philip D. Morehead, *The New American Roget's College Thesaurus in Dictionary Form*. (New York: New American Library, 2001), p. 1

¹⁶ Oxford, *Oxford: Learner's Pocket Dictionary*. (Oxford: Oxford University Press, 2008), p. 1

¹⁷ Beth Means and Lindner Lindy, *Teaching Writing in the Middle School: Tips, Tricks and Techniques*. (New York: Teacher Ideas press, 1998), p. 57

4. Narrative Paragraph

Narrative paragraph is a story telling of a sequence of events. In telling a story or relating events, it is useful to organize the events in chronological order, or time sequence.¹⁸ In this research, narrative paragraph refers to the type of paragraph that will be used in applying blender method.

C. The Problem

1. Identification of the Problem

Based on the problems described in the background, thus the problems of this research are identified as follows:

- a. Some of the students are not able to make the correct narrative paragraph.
- b. Some of the students are not able to write the main idea in narrative paragraph correctly.
- c. Some of the students are not able to use chronological order in writing narrative paragraph
- d. Some of the students still have mistake in using vocabulary in writing narrative paragraph.

¹⁸ M. Syafi'i S, et al., *Op, Cit.*, p. 18

2. The Limitation of the Problem

In this research, it is very important for the researcher to limit the problems. The researcher would like to focus on the topic. Thus, in this research, the researcher only focuses on using blender method and students' writing ability on narrative paragraph at the second year students of MTs Masmur Pekanbaru.

3. Formulation of the Problem

The problems of this research would be formulated in the following questions:

- a. Is the students' writing ability on narative paragraph taught by using Blender Method higher than taught without using blender method at the second year of MTs Masmur Pekanbaru?
- b. Is there any significant effect of using Blender method toward students' writing ability on narative paragraph at the second year students of MTs Masmur Pekanbaru?

D. The Objectives and the Significance of the Research.

1. The objectives of the Research.

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the students' writing ability on narrative paragraph taught by using Blender Method higher than taught without using blender method at the second year of MTs Masmur Pekanbaru.
- b. To find out whether there is a significant effect of using blender method toward students' writing ability on narrative paragraph at the second year of MTs Masmur Pekanbaru.

2. The Significance of the Research.

- a. To give the information to the English teachers about the method in teaching writing..
- b. To enlarge and develop the researcher's insight and knowledge.
- c. Completing one of the requirements to finish reseacher's study in State Islamic University of Sultan Syarif Kasim Riau.
- d. Practically, these research findings are expected to give the positive contribution and information to the researcher as the reseacher in conducting and acquiring knowledge, especially in the field of Educational research.