

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one important skill in English that should be mastered by the students. Writing is one of the ways to communicate with someone by using written language. Writing is not an easy job, it takes study and practice seriously to develop this skill, it becomes a problem faced by some students. Writing needs an ability to develop ideas. Writing is often judged by learners as a hardest skill of four language skills. Especially in learning English as Foreign Language (EFL), most learners do not like writing. Raimes stated that writing is not a simple speech written down on a paper, and learning to write is not just a “natural” extension of learning to speak a language.¹ Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

In addition, writing is crucial in learning English. Without writing, students cannot apply their English ability in the class or in their daily activity. According to Olshtain, writing as a communicative activity needs to be

¹ Raimes. Ann. *Technique in Teaching Writing*. New York : Oxford University Press. 1983. p.4

encouraged and nurtured during the language learners' course of study.² Actually, there are many ways to improve writing. One of them is learning about paragraph especially in narrative paragraph. Narrative paragraph is one of the kinds of writing. According to Syafi'i, et al, there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect.³

School Based Curriculum (KTSP) provides writing as one of the skills in English mastery that must be taught and learned in junior high school. According to the syllabus of the eight grade of SMPN 9 Tapung for the standard competence, the students are required to express short functional written text and simple essay in daily life in form of narrative and recount text. At Junior High School level, students are expected to be able to create many kinds of functional text and monolog in the form of procedure, descriptive, recount, narrative, and report⁴.

Based on the researcher's observation in State Junior High School 9 Tapung, School Based curriculum (KTSP) is used in learning processes. English

² Marianne Celce-Murcia. *Teaching English as Second or foreign*, 3rd edition. (USA, 2001).p. 207

³ M. Syafi'I S., et.al. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2011.p.18

⁴ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), pp. 307

is taught two times in a week, Each meeting is in 80 minutes. The KKM (the minimum criteria of passing grades) of this school is 70.⁵

Based on the researcher's preliminary study at the eighth grade students of junior high school 9 Tapung, the phenomena of the eight grade students in their writing skill especially in narrative paragraph can be seen as follows:

1. Some of the students are still difficult to express their ideas in narrative paragraph form.
2. Some of the students are still confused to use correct grammar while making the narrative paragraph.
3. Some of the students are lack of self-confidence with their ability in writing.
4. Some of students are still confused to choose the appropriate words in writing narrative paragraph.

Based on the phenomena, some of the students at Junior high school 09 Tapung have some problems that should be solved soon. To improve students' writing ability needs an appropriate strategy or technique helping them as solution for their problems. A strategy can help students to improve their writing ability that is called group summarizing strategy. Group summarizing can jump-

⁵*Silabus SMPN 9 Tapung 2012/2013*. (Tapung:Unpublished,2013)

start your students' drafting process because you and your students work collaboratively on the strategy.⁶

According to Rick Wormeli, the use of summarization strategy in the midst of a unit is to help students monitor their own comprehension and to generate feedback for you on how their comprehension is developing. Using summarization after learning experience can process or make sense of what has been learned and can move the material into long-term memory.⁷

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled **“The Effect of Using *Group Summarizing Strategy* on Students’ Writing Ability of Narrative Paragraph at the State Junior High School 9 Tapung Kampar Regency”**.

B. The Problems

1. The Identification of the Problems

Based on the background and the phenomena above, the researcher find out some difficulties faced by students in writing, especially in writing narrative paragraph. Some of the students are still difficult to express their ideas and some of the students are lack of self-confidence with their ability in writing. It happens because the students feel anxious and unconfident to

⁶ Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas*, (Alexandria: ASCD, 2005). p. 92

⁷Rick Wormeli, *Summarization in Any Subject*, (Alexandria: ASCD, 2005).p. 4

develop their idea into a good narrative paragraph. Then, the students are still difficult to choose appropriate words. Besides that, most of the students are still confused to use correct grammar, because the students still do not know the suitable tenses while making the narrative paragraph.

2. The Limitation of the Problems

Based on the identification of the problems above, it would be sincerely better to restrict the problem in order to pay more attention to the specific problems. In this research, the researcher limits the problems in developing students' ability to express their ideas in writing narrative paragraph of the eight grade at Junior High School 9 Tapung Kampar regency.

3. The Formulation of the Problems

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

- a. How is the students' writing ability in narrative Paragraph taught by using Group Summarizing Strategy ?
- b. How is the students' writing ability in narrative Paragraph taught without using Group Summarizing Strategy ?
- c. Is there any significant difference of means in writing narrative paragraphs between the two conditions?

C. The Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem previously, the objectives of the research can be seen as follows

1. To find out the students' writing ability in narrative Paragraph by using Group Summarizing Strategy.
2. To find out the students' writing ability in narrative Paragraph without using Group Summarizing Strategy.
3. To find out significant difference of means in writing narrative paragraphs between the two conditions.

2. Significance of the Research

The research activity is significantly carried out based on the following needs, they are:

- a. To give contribution to English teacher concerning with writing ability and enlarge their knowledge in teaching narrative paragraph.
- b. To give some contribution to students in order to improve their writing ability in narrative paragraph.
- c. To fulfill one of the requirements to finish researcher's study at the Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

D. The Definition of the Term

1. Group Summarizing

Group Summarizing strategy is a strategy that can help students learn how to do a summary before they ask their own. Group summarizing can jump-start your students' drafting process because you and your students work collaboratively on the strategy.⁸

2. Writing Ability

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.⁹ Writing ability is one of the skills to express ideas, such in narrative paragraph which consists of orientation, complication, resolution and re-orientation.

3. Narrative Paragraph

Narration is the retelling or relating of occurrences or a series of event.¹⁰ Narrative paragraph tells a story in order to illustrate or demonstrate a point. Because of this, developing a string topic sentence is important.¹¹

⁸ Vicki Urquhart and Monette McIver, *Loc.cit.*, p. 92

⁹ <http://teachingenglishonline.net/definition-of-writing-ability/> retrieved on February 25th, 2014

¹⁰ M. Syafi'i S., et.al. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2011.p.18

¹¹Week 14 lesson: *Narrative Paragraphs*. From <http://www.barretsbookshelf.com/files/week14.pdf> . Retrieved on February 26th, 2014.