

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills that should be mastered by students in learning English, and it is also one of the ways to communicate with someone by using written language. Writing, as a significant part of language, is mysterious and exciting¹. This happens because it is the skill on how the writer is able to link the words together, so that it can be described and expressed on a piece of paper.

Writing is always used in daily life, such as writing story, doing exercises, note taking even writing a letter. To write well, the students must have good skill or capabilities in writing. Moreover, someone who wants to write essay or a story must know about the steps in writing and must study hard to perform the product of his writing in good performance. Therefore, there are five components of making good writing such as content, organization, vocabulary, language use, and mechanics².

School Based Curriculum (KTSP) offers writing as one of the skills in English mastery that should be taught in Junior High School. The students have to accomplish two competencies; they are standard competence and basic

¹ Jane B. Hughey, et al, *Teaching ESL Composition: Principle and Technique*. (Rowley, Massachusetts: Newbury House Publishers, Inc,1983), p. 38

² M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2011), p.164

competence. For the standard competence, the students are required to express short functional written text and simple essay in daily life in forms of recount and narrative text. Whereas, for the basic competence, the students should express meaning of short functional written text and simple essay in daily life in forms of recount and narrative text accurately, fluently, and understandably.³

State Junior High School 10 Tapung Kampar Regency, which is located in Garuda Sakti KM 6 Street TAPUNG, is one of the schools that also applies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In State Junior High School 10 Tapung, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 40 minutes. The KKM (the minimum criteria of passing grades) of this school is 70.⁴

However, in fact, there were several problems in writing paragraphs experienced by the teacher of the eight grade students at State Junior High School 10 Tapung, she found that the students were not able to write paragraph well especially in narrative paragraphs. The students were still confused about the generic structure of narrative paragraphs such as orientation, complication and resolution. The students were still difficult to open their mind, because there was no guiding for them before their writing. So that, the students could not

³Department of National Education. *School Based Curriculum Syllabus of English*. (Jakarta: Badan Standar Nasional Pendidikan, 2006) p. 132

⁴Tim Penyusun. *Silabus SMPN 10 Tapung Kampar Regency 2012/2013*. (Tapung: Unpublished, 2011), pp. 46-48

reach KKM stated by the school. Those problems could be seen from the following symptoms:

1. Some of the students are still difficult to express ideas in writing narrative paragraph.
2. Some of the students are still confused to choose appropriate words in writing narrative paragraph.
3. Some of the students are still difficult to find suitable tenses in writing narrative paragraph.
4. Some of the students still have lack of vocabulary.
5. Some of the students are lack of self confidence with their ability in writing.

Several problems might happen because of internal and external factors. Internal factors such as the way of students' learning, the ability of students, time, and so on. Whereas, the external factors in such difficult lesson to students, the strategy of teacher, not appropriate to the students, etc.

Based on the explanation and the problems above. In this research, the researcher offered a strategy in teaching writing called Author's Chair strategy. Author's Chair strategy is a strategy to provide an opportunity for students to present their writing to peers and evaluate the writing of classmates through the use of constructive feedback⁵. By using this strategy, it is hoped that the students

⁵Judy Tilton Brunner. *I Don't Get It*. (New York: Rowman & Littlefield Education, 2011),p.49

are easy to understand how to write paragraph well. Besides, Author's Chair strategy is a special chair in the room that is only for the sharing of one's writing⁶. It means, after the students make paragraphs, the students can share their writing with their friends.

Thus, the researcher was interested in investigating this problem; by conducting a research entitled: **THE EFFECT OF USING AUTHOR'S CHAIR STRATEGY ON THE STUDENTS' WRITING ABILITY IN NARRATIVE PARAGRAPHS AT STATE JUNIOR HIGH SCHOOL 10 TAPUNG KAMPAR REGENCY.**

B. Definition of the Key Term

1. Author's Chair

Author's Chair strategy is a strategy to provide an opportunity for students to present their writing to peers and evaluate the writing of classmates through the use of constructive feedback⁷. *Author's chair strategy* is where a student reads a piece that she or he has written. If you are in a classroom setting, have one or two students sign up for author's chair each day. In author's strategy, there is publishing/sharing that refers to any situation where students get eyeballs or ears on their writing. Having an audience respond your writing to make it come alive⁸.

⁶Joyce Armstrong Carroll and Edward E. Wilson. *Acts of Teaching; How to Teach Writing*. (New Jersey: Teacher Idea Press, 1993), p.284

⁷Judy Tilton Brunner. *Loc. cit.* p.49

⁸Andrew P. Johnson. *Teaching Reading and Writing*. (United Kingdom: Rowman & Littlefield Education, 2008).p. 199

2. Writing Ability

Writing is an activity that person expresses his or her ideas, feeling, or something by using written language⁹. Writing is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication¹⁰. Writing ability in narrative paragraphs is the ability to express ideas, to know the generic structure of narrative that consists of (orientation, complication and resolution).

3. Narrative Paragraph

Narrative Paragraph is telling a true story or fiction. It tells a story to make a point or explain an idea or event¹¹. It is usually told in time sequence with a definite beginning, middle and end.

C. Problems

1. Identification of the Problems

Based on the background, the researcher finds out some problems faced by students in writing narrative paragraph such as, students are still difficult to express their ideas. It happens because the students feel anxious and unconfident to present their ideas in the classroom. Then, the students have lack of vocabulary and are still difficult to choose appropriate words related to the topic. In writing

⁹A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Eight Edition, (Oxford: Oxford University Press, 2010).p.1723.

¹⁰Lamb & Johson, *Writing*, January, 2000. (Retrieved on March 09, 2014).
<http://42explore.com/writing.htm>

¹¹M. Syafi'i. et al. *The Effectiveness Paragraph Developments: The process of Writing for Classroom Settings*.(Pekanbaru: Unpublished, 2007), p.53

activity, the students have much vocabulary. The last problem is some of the students are still confused to use correct grammar, because the students still do not know 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 order to improve students' ability to express their ideas in writing narrative paragraph of the eight grade at Junior High School 10 Tapung Kampar Regency.

3. Formulation of the Problems

Based on the identification of the problems above, the problems are formulated in the following questions:

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

D. Objectives of the Research

1. To find out the information about the students' writing ability in narrative paragraph taught by using Author's Chair Strategy.
2. To find out the information about the students' writing ability in narrative paragraph taught without using Author's Chair Strategy.
3. To find out the significant difference of means in writing narrative paragraph between the two conditions.

E. Significant of the Research

1. To give the teachers a model to use Author's Chair Strategy in teaching writing of a narrative paragraph.
2. To give some contribution to students in order to improve students' writing ability in narrative paragraph.
3. To fulfill one of the requirements of S.1 degree of English Education Department faculty and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.