

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Writing is an activity to pour the mind that can convey meaning and purpose in written text. Herminingsih (2013:18) mentioned that writing gives us opportunities to explore ideas and information. In writing, it needs three basic principles which consists of topic, content, and register. The topic is based of story or article writing. The content refers to the topic which consists of explanation, discussion, evaluation, and conclusion. Register refers to the style of language that can be formal or informal. Writing is one of language skills used in school. Riswanto, et.al (2012:60) said that one of the language skills that will never be left in education is writing, because it is very essential part of the lesson, not only in language class, but also in other classes such as biology, mathematics, history, etc. There are kinds of texts, they are recount, spoof, report, discussion, explanation, review, description, new items, narrative, etc.

One type of the text that often used in writing is narrative text. It is a text that tells the imagination and fantasy from the write and it purpose isto entertain the reader. Adrian, et.al (2012:111) said thatthe basic purpose of a narrative is to entertain and also to gain the reader's interest in a story, while the stories in narrative text are fiction and not exist in real life or just imagination. In English,

the grammar of narrative text using simple past tense, and begins with an adverb such as, one day, once upon time, etc.

Writing narrative text is one of the learning materials in schools, from elementary until high school levels. In curriculum 2013 the level high school writing narrative text become the materials of tenth grade. This also applies in MAN 2 Semarang.

Based on the pre observation, which the researcher done on the April, 11<sup>th</sup> 2016 at MAN 2 Semarang about writing narrative text. The researcher found some problems, especially in the results of students' writing. The problems were dealing with grammar, vocabulary and they had difficulties in determining the ideas in writing. With the learning standar mastery of English which is 7,00. As well as English language learning in school was still centered on the teacher and student learning passively, consequently result of learning English in that school was relatively low. The students were generally able to write, but they had a deficiency in expressing the idea in writing. Moreover, they were disoriented to find the appropriate word to combine into narrative text.

The researcher concluded that students still found difficulties in writing, especially to determine the theme or title, use grammar, mastery vocabulary, and combine words become a good paragraph. In this research, the researcher use supporting media to teaching writing text. The media is picture series combine with the learning model team game tournament (TGT). Picture series is one of media that can be an inspiration in learning media to improve student's writing

skills. They are picture series consisting of two to six pictures that tell a whole story that can increase students' thinking in writing story, in which every picture can be a paragraph. Rachmawati, et.al (2013:2) said that the pictures have a composition of events that help students more easily write and can improve their writing skills. Team game tournament (TGT) is one of the cooperative learning model which be often used in teaching. In cooperative learning model, team game tournament allows students to foster a sense of responsibility, honesty, cooperation and healthy competition. Farhani (2010:3) mentioned that cooperative learning of team game tournament is learning activities designed to enable students to learn cooperation, responsibility, health competition, and involvement of learning.

Based on the background above, the researcher describe the significant difference between students' writing skills and their response in writing narrative text. So, the research use picture series to improve students' writing in narrative text using team games tournament (TGT) in class tenth MAN 2 Semarang.

## **1.2 Reason for Choosing the Topic**

The teaching of English at junior and senior high school aimed at developing the four skills: speaking, reading, listening, and writing. Mattarima, et.al (2011:288) said that Competence standrards in English curriculum are speaking, listening, reading and writing, each competence standard has several basic competences which of basic competences are distributed into three years or three grades in Senior High School (SMA), it is the minumum competences which students should reach in each grade. To develop the four skills needed strategy in teaching, especially in teaching writing narrative text. In addition, Hermanto

(2013:149) said that the importance of strategy in teaching writing, it is considered necessary to find out an appropriate strategy that can lessened the students' difficulty in writing, improve their writing ability, and help the teachers plan and teach writing easier than before. The teachers should be able to create exciting learning methods in the teaching of writing, such as using teaching method or use of certain media, so that students can be more interested in writing.

One of the media and method that can be used in teaching is picture series and team game tournament (TGT). They can help students to express their creative ideas with illustration of detail offered by the pictures series and with use of learning model team game tournament (TGT) teach the students to be able to compete and influence students of interest in getting the best value in learning English.

### **1.3 Statement of the Problem**

The problems that will be discussed in this research are :

- 1) Is there any significant difference between students' mastery in writing narrative text using picture series & team game tournament (TGT) and using handout or conventional teaching?
- 2) What are the students' response toward the use of team game tournament (TGT) and picture series in writing narrative text?

#### **1.4 The objective of the study**

- 1) To determine whether there is a significant difference between students' mastery in writing narrative text using picture series & Team Game Tournament (TGT) and using handout or conventional teaching.
- 2) To find out students' response toward the use of team game tournament (TGT) and picture series in writing narrative text.

#### **1.5 Significance of the study**

The significance of the research are as follows :

- 1) The result of the research can be useful for students in writing an attractive narrative text with the method and media.
- 2) The result of the research hopefully can be useful in teaching narrative text using variances method and media especially picture series and team game tournament.

#### **1.6 The Scope of the study**

The research only limit the research to know the difference of students' writing achievement and to know students' responses in writing story by using pictures and team game tournament (TGT).

#### **1.7 Outline of the study**

The research paper comprises of five chapters. Chapter I were introduction which covers background of the study, reason for choosing the topic,s tatement of the problem,the objective of the study, significance of the study, the scope of the study, and outline of the study.



Chapter II were review of the related literature which the concept of teaching study of writing, the definition of writing, the purpose of writing, the kind of text, teaching writing, narrative text, the definition of narrative text, the purpose of narrative text, the concept of team games tournament (TGT), the difinition of team games tournament (TGT), the steps of team games tournament (TGT), picture series, and the definition of picture.

Chapter III weremethodology of the research which research design,population and sample a study,method and instrument of data collection, data analysis, and research procedure.

Chapter IV wereresearch findings and discussion which research result,the results data analysis of test try out, the result of students' writing narrative text using picture series and team game tournament (TGT) in the experimental class, the result of conventional teaching in the control class, the difference result between experimental class and control class, the result of questionnairein experimental class.

Chapter V were conclusion and suggestion.