

CHAPTER I

INTRODUCTION

1.1) Background of the Study

Writing is the activity or skill of marking coherent words on paper and composing text. It is really important to send an informative message to others as a part of communication. Kirsner and Steven cited by Telaumbanua and Hafiz (2013:1-2) stated that writing is a skill that can influence someone's life. If someone can write correctly, it means that someone can express his or her idea to others in the school, office, and personal life in some kinds of form like paper, essay, letter, and etc. Writing is a process not product. It means that writing needs a process to make it stable through prewriting, planning, writing, revising draft, and writing the final copy to hand in.

Based on the curriculum 2013, the students of grade X have some grammar materials in the second semester that includes in treatment of narrative text. Narrative text is a text which is focusing on specific participants. Its social function is to tell stories or past events and entertain the reader and listener. Anderson and Anderson cited by Setiyaningsih (2013:3) said that a narrative text is a piece of text which tells a story and entertains or informs the reader or listener.

Yolen cited by Fieldman et al (2008:56) said that the difficulties on writing that becomes a problem is not only to the students but also to the teacher. Based on pre-observation in SMA Teuku Umar on February 2-3rd 2017 in X grade, there were

some problems that were faced in teaching writing. The first problem was from the students who were less of confident because writing needs grammar mastery, and they were commonly afraid to make a mistake in writing narrative text. They were also lack of inspiration and motivation because writing needs an idea and inspiration.

The second problem came from the learning strategy. The teacher just asked to the students to create a text and submit it as an assignment without evaluating the students' writing ability. In fact, the students were still confused and unmotivated in writing.

I had also found that the teacher did not give an attractive method for teaching writing. The students got difficulties in writing mastery because the teacher did not apply an attractive learning method and the students' interest in learning and practicing of writing was lack, the students thought that writing was difficult. I tried to apply two kinds of cooperative learning. Slavin cited by Tran (2014:131) said that cooperative learning comprises instructional methods which teachers organize or divide the students into small groups, then work together to help one another or share learn academic content. In this case, two stay two stray and numbered head together were applied to teach writing narrative text.

According to Crawford cited by Hamiddin (2012:2-3) two stay two stray is offering a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity, the students are encouraged to contribute their ideas and opinion to their group and other groups. While, Brawn cited by Hutasoit and Suanipar (2014:3) said that numbered head together (NHT)

is another small group learning method formed student team. NHT is applied in heterogeneous groupings of student, arrangement by four students in learning team, each team counts from one until four.

Based on the statement above, I want to know the effectiveness both methods of two stay two stray numbered head together in teaching writing narrative text. I would take this study in SMA Teuku Umar Semarang and applying two stay two stray in science grade X (IPA) and numbered head together in social grade X (IPS 1).

1.2) Reason for Choosing the Topic

I choose the topic for the study based on the following reasons:

1. The students think that writing is difficult, because they have to explore the idea and inspiration in writing arrangement.
2. The students find the problem when they have to organize in writing text.
3. Two stay two stray and numbered head together can be a method to teach writing narrative text because this method will build the group learning between the students. They can explore and learn together in writing text.

1.3) Statement of the Problem

The problems that would be discussed in this research are:

1. What are the differences between using two stay two stray and numbered head together methods in teaching writing narrative text?
2. What extent to which the effectiveness of using two stay two stray and numbered head together methods in teaching writing narrative text?

1.4) The Objective of the Study

The objectives of this study are:

1. To explain the difference of using two stay two stray and numbered head together method in teaching writing narrative text.
2. To know the extent to which the effectiveness of using two stay two stray and numbered head together method for teaching writing narrative text.

1.5) Significance of the Study

There are some significances from the result of the research, those are:

1. For the students, they would get the easy way to write the narrative text in understanding the material. It would help them to build group learning in writing narrative text.
2. For the teachers, they would find an alternative way in teaching writing which is more fun for teaching the students.

1.6) The Scope of the Study

I would limit the scope of this study on teaching writing in narrative text. This study entitled “The Effectiveness of Using Two Stay Two Stray and Numbered Head Together In Teaching Writing Narrative Text”. I would apply two stay two stray in X Science Grade as an experimental class and numbered head together in X Social Grade (1) as a control class of SMA Teuku Umar Semarang.

1.7) Outline of the Study

The study is divided into five chapters. Those are introduction, review of the related literature, and methodology of the research.

The first chapter is introduction. It consists of seven parts, those are background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, the scope of the study, and outline of the study. The second chapter is review of the related literature. It contains about literature which is related to the topic about the study. The third chapter is methodology of the research, it consists of research design of the study, object of the study, method and instrument of data collection, data analysis, and research procedure. The fourth chapter is research findings and discussion. The fifth chapter is conclusion and suggestion.

