

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is one of four language skills that is very important to learn. Writing skill should be mastered by students in learning English. Based on Harris (1969: 68-69) as cited in Amanah (2012: 21), there are many important elements in writing that needs to write, those are diction, punctuation, capitalization, spelling, and grammar. Those skills are used to make the students more motivated to write. Writing is a process to get product which is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation.

In accordance with Kardana (2011: 19), someone can devote to write ideas, feeling, and also desire that wanted to communicate to others indirectly. It means that writing was a process of encoding a message for transferring meaning to the reader. Not only writing skill that students need nowadays, but students will also continue to be prosecuted to write in the next education level.

According to Graham and Perin (2007: 9-10) teaching writing skill has two important benefits. First, writing is a skill that can demonstrate the ability to use strategy, such as: planning, evaluation, and revision for the achievement of the writing purpose with their opinions and supporting idea. Second, writing means to broaden and deepen the student's knowledge.

Writing skill is a skill that is rarely taught to learners either at the junior or senior high school. There is a flurry of reasons why the teacher often overlooks writing skill. First, the teacher had difficulties in planning and teaching this skill.

And then, writing skill was not tested in the final exam. The last was the teacher just explained the parts or generic structure of a text than applied in a writing, because teaching writing is very time-consuming both for the process and also in providing feedback.

Based on pre-observation done by the researcher, it showed that the students of grade XI MAN Kota Tegal had low writing performance in English. They were not aware about the use of conjunction, grammar, vocabulary, and diction. The students also had lack of vocabularies to write and lack of attention to their performance in the classroom.

Furthermore, the teacher used School Based Curriculum (KTSP) when teaching grade XI. In accordance with the curriculum, students are also required to master the competence of listening, speaking, reading, and writing of short functional text. Based on four competencies, highly productive competence is writing, but the teacher still used Indonesian language and conventional method when delivering the writing materials. The use of Indonesian language make the students have less of vocabulary. As described by Sanjaya, (2006: 259) in the conventional learning the students are placed as an object of learning which acts as a passive recipient of information.

According to Kamsinah (2008: 102) teaching method is a device or part of a teaching. Variety of learning methods can make the learning process more fun and the students do not get bored when receiving the materials. It can also help the students understand the material that is presented by the teacher easily and clearly.

In general, method of teaching is the teacher's way in teaching and learning to make students understand on the material. Therefore, the method used by the teacher to convey the materials to the students is very important, but some teachers often ignore the learning methods that they used. Furthermore, the students will accept the material easily by changing the learning method into cooperative learning method. The use of cooperative learning is not only about the students' work but also must be supported with the delivery of material by the teacher.

In this study, the researcher did a research by using cooperative learning strategies such as write around method and subtitled movie as media in narrative text material. As explained by Cahyono (2011), writing around method is learning in cooperative learning strategies that can be used to bridge students to write and share their opinions or their ideas in writing to others in the group. This is an active learning method or learning by doing which aims to enable students to associate writing as a fun activity that make them easy to learn.

In the way of write around method, students are asked to watch a video with subtitled provided by the teacher at the beginning of learning. After that, the teacher divides the students into some groups and students must make a paragraph narrative for each image provided by the teacher alternately in their respective groups. This process guided by a teacher from the first step until the final step (student discussion groups to determine the moral value of the story). After the students complete their writing, students must present their paper in front of the classroom and publish it on the internet and the teacher should also give appreciation to them.

Another important point is that learning did not only sit and listen to the teacher in delivering the material in the classroom, but students also have an active role in learning by using write around method. It will increase students' interest in writing, because they feel that writing was fun and also their writing can be read by many people. Based on Abbas (2006: 127-137), an effort that teachers can do to make students interest in writing is by giving a freedom to the students to write something based on the theme of learning. For example, writing a story in the narrative text can be carried out by using subtitled movie as the media. The researcher uses narrative text as the material because this material is very suitable for pouring the ideas, feelings, expressions, and imaginations of the students into written form and producing a story.

1.2 Reason for Choosing the Topic

The reasons for choosing the topic are:

- a. The researcher wants to know the effectiveness of write around method and subtitled movie to increase students' writing narrative performance.
- b. The researcher uses narrative text as the material because this material will help the students when they do writing using write around method. It is also based on the KTSP curriculum especially on the achievement on student standards competence.
- c. Most of students still have low interest in writing. Students felt confused to find ideas for writing. Therefore, the researcher provided stimulus for students to think creatively by using subtitled movie as media to applicate write around

method. It is expected to make the students interested in writing. Thus, the application of this method by using subtitled movie as media increased the students' interest and the students' writing performance.

- d. The researcher also wants to give new experience to the students in English writing using write around and subtitled movie. It is the reason why she chooses write around method application using subtitled movie to improve students' writing performance.

1.3 Statement of the Problem

Based on the limitation of the problem, the problems of this research are:

- a. How is the effect of write around method and subtitled movie on students' writing performance?
- b. How are the students' responses in writing narrative text through write around method and subtitled movie?

1.4 The Objective of the Study

The objectives of the study in this research are:

- a. To find out the the effect of write around method and subtitled movie in teaching writing narrative text.
- b. To describe the students' responses in writing narrative text through write around method and subtitled movie.

1.5 Significance of the Study

There are two significances of the research; they are theoretical significance and practical significance. The explanation is as follow:

1) Theoretical significance

This research can be used as the references for someone who wants to do a research in writing performance especially using write around method and subtitled movie.

2) Practical significance

Beside the theoretical significance, the researcher hopes this research is able to give practical significance to the students, the teachers as well as the readers.

a) For the students:

The students will be more interested in learning English because they learn by work-groups and this research will give contribution to the students how to learn writing materials enjoyable and interesting.

b) For the teachers:

The result of this research is expected to be useful for the English teacher who might use write around method when they teach writing.

c) For the Reader

The result of this research will inform the reader about the significance difference of students' writing performance through write around method application using subtitled movie.

1.6 The Scope of the Study

The study only focuses on the effectiveness of write around method application on students' writing skill. The researcher uses subtitled movie to stimulate the students to write in narrative text material and the participants of the study are eleventh grade in MAN Kota Tegal.

1.7 Outline of the Study

This research is divided into five chapters. They are introduction; review of related literature; methodology of the research; research findings and discussion; and conclusion and suggestion.

The first chapter presents the introduction. It is divided into seven parts, those are background of the study; reason for choosing the topic; statement of the problem; objective of the problem; significance of the study; scope of the study; and the outline of the study.

The second chapter presents the review of related literature. The researcher will explain about general concept of writing that consists of the definition of writing, written language, process of writing, and teaching writing in senior high school; general concept of writing; write around method; and subtitled movie as media in teaching writing.

The third chapter presents the methodology of the research. It will be divided into research design; subject of the study; method and instrument of data collection; data analysis; and research procedure.

The fourth chapter presents research findings and discussion which in research findings consist of data analysis of try out, data analysis of try out questionnaire, implementation of write around method, the different result between experimental class and control class, and the result of questionnaire.

The fifth chapter consists of conclusion and suggestion.

