

## **Chapter 1**

### **Introduction**

This point introduces and explains what the research about. It discusses some headings; those are the background of this research, reasons for choosing the topic, research objective, research question, delimitation, and significances of purposed study.

#### **A. Background**

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. But in real life, we always find that most of students do not like to learn English. It is probably because they do not find the best way to learn English. Sadtono (1995, p.25) has argued that:

“Most of students probably do not know how to learn a foreign language. They do not realize that learning an foreign language requires perseverance, discipline, knowledge of technique of assimilating new habits, self evaluation, a great deal of practice and that the whole business takes a long time. They certainly need to be reminded of these things from time to time”.

Students have to realize that English is one of important subject, so it is time for teacher to help students to find out the best way to learn English. As an English teacher, he or she demands to explore effective techniques, method, and

approaches to help students in mastering the English language skills. Actually, the aim of learning English is to develop students' ability to master the English language skill; those are listening, speaking, reading and writing.

Writing is one of productive skill. In English subject, writing may be considered as the most difficult and complicated skill among the four language skills. Sa'diyah (2012, p.164) said that "Writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently". According to my teaching practice on PPL II program in the preliminary study in SMP. N.1 Kabila, it was found that the major problems in writing that students faced are how to generate and develop ideas, how to choose appropriate words, and how to write sentence grammatically and spelling correctly. Most of them would rather copy from other sources, thus they have only a few words to write whenever they were asked to write a composition. In other words, they lack ideas and poor ability to organize them.

There are many kinds of texts that can be used to help students in writing, such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. In this study I try to help students in writing a narrative text. By using narrative text as a genre for teaching writing, the students will be more interested and easy in studying it because narrative text tells us about an interesting story that can make students enjoy.

The reality we often see is many students master the theory better than practice. For example, in writing, they may have the knowledge of how to write, but in practice they find difficulties. They lack self confidence. To build their confidence to write, students need more practice, so that teachers are suggested to create and use interesting method or technique. According to Brown (1994) as cited by Suryana (2012, p.1) said that, “technique is any of wide variety of exercises, activity, or devices used in the language classroom for realizing lesson objectives”. So in this study, I try to apply one of technique that is concept sentence technique. Concept sentence may be able to help students in writing a text. Uno and Mohamad (2012, p.95) said that concept sentence is a technique of learning that gives students some cards that have some keywords of the material. After getting the keyword cards, students will make some sentences or a paragraph.

Regarding to explanation above, the research about teaching writing narrative text through concept sentence technique is interesting to do. I choose concept sentence technique based on the premise that in process of writing narrative text associated with two important stages. The first stage is the students have to think the ideas that will be written and the second stage is the students have to put their ideas into written form. Through concept sentence technique, those stages may be able to be easy for students. It is because students are given a reference to the form of words which could be developed into a sentence, and then they can incorporate it into a paragraph. Although, in the implementation of this technique the students work together as a team, I hope that this learning strategy

can help students on how to write a good narrative text individually, and I hope by this experiment research the writing problem can be solved.

I am very interested in investigating how the teaching particularly writing a narrative text by using concept sentence. As the result from some problems explained above, I will try to make a research with title *“The Influence of Concept Sentence Technique Toward the Students’ Achievement in Writing Narrative Text to Eighth Grade of SMP.N 1 Kabila”*.

### **B. Reasons for Choosing the Topic**

There are some reasons why I choose the topic *“The Influence of Concept Sentence Technique toward the Students Achievement in Writing Narrative Text to Eighth Grade of SMP.N 1 Kabila”*. The reasons are:

1. The students still have some problems in writing skill.
2. It explains the interesting way in teaching writing narrative text.
3. The readers are be able to know the influence of concept sentence technique toward the students’ achievement in writing narrative text to eighth grade of SMP.N 1 Kabila.

### **C. Research Objectives**

The objective of this research is to know the influence of concept sentence technique toward the students’ achievement in writing narrative text, especially the students who are in eighth grade of SMP.N 1 Kabila.

### **D. Research Questions**

The research question of this research is *“Can concept sentence technique give influence toward the students’ ability in writing a narrative text?”*

### **E. Delimitation**

The delimitation of this research focuses on Junior high school students. They are in class eighth of SMP.N.1 Kabila. The material in this research is narrative text. This material is chosen because based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) at Junior High School class eighth in second semesters. The design of this research is experimental research; it is to know whether there is any development from pre-test to post-test in experiment class by applying concept sentence technique.

### **F. Significances of proposed study**

From the result of this research, I hope that it would be valuable information for English teacher, students and other further researchers. Special for English teacher, hopefully it will give information about the influence of concept sentence technique toward students' achievement in writing a narrative text. The result of this research will be useful information for the students in increasing their writing skill especially in writing narrative text. It also can be a beneficial reference or valuable information for them who have the same problem to conduct their further research.