

CHAPTER I

INTRODUCTION

In this chapter will presents background of the research, problems of the research, objectives of the research, operational definition of the terms, significance of the research and scope of the research.

1.1 Background of the Research

As a means of communication, English has been adopted as one of the most important foreign language that must be learned by the student at the school. The intructional aim of the English teaching in junior high school is to help the students in mastering that language skill such as listening, speaking, reading, and writing respectively School Based Curriculum / KTSP, curriculum 2006.

English has four basic language skills: listening, speaking, reading, and writing. They must be mastered by students. Writing is considered as a difficult and complicated skill. This is supported by Richards (1990:100) who says that “learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners”. Dealing with the difficulty of writing, Byrne (1984) divides the problems or difficulties in writing into three groups, namely psychological problems, linguistics problems, and cognitive problems.

Psychological problems are some problems which are mostly caused by the lack of interaction and feedback between the writer and the readers. In this case, the writer cannot receive the readers’ response directly. Linguistic problems are some

problems which are related to the use of structure of the utterance produced. This means that in writing the sentences produced should use correct words and structures so that the readers may understand the content of the writing easily. The last problem is the cognitive problem relating to the learning process of writing. This means that writing is learned through an instructional process. A writer should consider some aspects, such as grammar, mechanics, vocabulary and organization when they write by Faye (1985). Besides those considerations of aspects, the writer should think about the ideas that will be written. This is supported by Richards (1990:101) who says that “the process of moving from conceptual, thoughts, and ideas to written text is complex”.

Based on the result of preliminary study in Islamic Garden School Mumbulsari it is that known there are many students still have difficulties in writing. most of the seventh grade students had difficulties in writing. The information was gained by interviewing the seventh grade English teacher. The result of interview was that most of the seventh grade students experienced difficulties in writing a narrative text, using their vocabulary appropriately and mastering tenses. In developing and organizing, the students faced difficulties in expressing their ideas into written form. Therefore, they had barriers to start writing. They had problems to begin and to develop their ideas. In terms of vocabulary problems, the students actually had enough store of vocabulary but they were sometimes not able to place the right vocabulary. They sometimes chose inappropriate words, and this made their sentences did not make sense. Dealing with the problem of tenses mastery, the students were often unable to

make sentences by using appropriate tenses. When the students were required to write a narrative text to describe a particular person, place or thing, they did not apply past tense consistently. According to the seventh grade English teacher their average score of writing ability test of narrative text was 64.78 while the standard score is 70. There was only around 50% of the students got score above 70 in the writing ability test held by the English teacher.

In group investigation, “students take an active part in planning what they will study such as choose the interest topic” (Sharan and Sharan, 1990: 17). In this method, students are not expected to show what they know but what they want to know. They work in group to discuss the interest topic that they have chosen related to their experience and knowledge base.

Therefore research entitle “Improving the seventh grade students narrative text writing ability through group investigation at Islamic garden school in the academic year 2015/2016” was conducted.

1.2 Problem of the Research

The our problem of this study is a follows, “how can group investigation improve the seventh grade student’s narrative text writing ability at Islamic Garden School Mumbulsari in the academic year 2015/2016?”

1.3 Research Objective

The research objective is intended to find out how group investigation can improves writing ability through group investigation of the seventh grade students of Islamic Garden School in the academic year 2015/2016.

1.4 Operational Definition

1.4.1 Group Investigation

Group investigation include the cooperative learning where the students work in group. This learning model by forming a study group to conduct an investigation on a material. Besides that, this method requires students to have a good ability to communicate and encourage the involvement of students in learning.

1.4.2 Writing Ability

Writing is the act or process of producing and recording words in a form that can be read and understood. Writing skills are an important part of communication such as write the story. It is indicated by the students' writing scores covering the aspects of grammar, vocabulary, mechanic and organization.

1.5 The Significance of the Research

The results of this research are expected to give contributions to the English teacher and students.

a. For the teacher

The research is used motivate the teacher apply an appropriately good teaching techniques to help the students improve their writing ability.

b. For the student

They will know the important of writing English and they can express their idea, confidence in front of their friends.

1.6 Scope of the Research

Scope of the research is concern with Group Investigaton method as a means to improve students' writing ability. The limitation of the research is seventh grade students atIslamic Garden School Mumbulsari in the academic year 2015/2016. This research focused on investigating the student's writing ability, there are some aspects of writing should be considered by a writer in order to make a good writing namely vocabulary, grammar, mechanics, organization and content.