

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a Foreign Language (EFL) involves four language skills; listening, reading, speaking and writing. As one of the four language skills, writing is often considered as a difficult skill to be mastered, because writing is not only the action of jotting down the word or sentences into a written language, but also arranging it into well organized product in order to make it understandable. According to Brown (1994:320), writing is the most complicated and difficult subject because the students have to master several rules such as the choice of word, spelling, grammar, and the punctuation. The researcher judge teacher should be apply one technique to make students master those rules, in this case the researcher wants to apply Team Word Webbing as the technique.

Team Word Webbing as a part of Cooperative learning has many advantages in teaching and learning process. The general advantages of Team Word Webbing are to motivate and make students interacting with other students because students have to work when doing activities. In addition Kagan (2009) quoted in Indina (2014) states that Team Word Webbing was aimed at making students have a chance to write well with the guiding of their teacher and work in small group. Moreover, the Team Word Webbing can motivate the students to write and to stimulate their ideas and also they can build the connection and establish the associations between the students

experience. Besides that, Pravitasari (2015), She found that there are some significant effects of using Team Word Webbing In teaching writing Narrative text. Besides that, students knew more vocabularies; it means that Team Word Webbing give best influence toward students writing skill.

Based on that research and the benefits of Team Word Webbing, the researcher also wanted to prove whether the students who were taught through Team Word Webbing had better skill than those who were not. The researcher conducted this research at Junior High School grade Eight, because after reading some theories the researcher thought that this technique was appropriate with students at Junior High School.

According to the syllabus of Junior High School especially in the eighth grade, the standard competence of teaching writing is the students should be able to express the meaning of functional written text and simple short essay in the form of recount and narrative to interact with the environments. In the syllabus, there were two kinds of texts that should be mastered by students. The texts were recount and narrative texts. The researcher chose Narrative Text to be the genre on her research because the researcher wanted students wrote something not based on their story like recount but out of their self like the story about fairy tale or legend.

According Anderson and Anderson (1997), Narrative Text is that a text which tells a story, either fiction or non-fiction, of event or some events. Its purpose is to present a view of the world that entertains or informs readers or listener. In addition Wardiman (2008), generic structure of Narrative Text

are: (a) orientation which tells about who the characters involved in the story are, where and when the events happen, (b) complication/crisis which is a series of problems that arise and are experienced by characters, (c) Resolution which tells about how the characters solve the problem.

Based on the generic structure of narrative text, starting from a) orientation b) complication c) resolution and d) coda, student usually will stuck on complication element, and they tend less idea to make it because in complication student should be able to build the story and make the story as interest as possible with their imagination. It means that student should involve thinking skill and creative skill.

Based on an observation first at Junior High School number 14 of Padang, the researcher got opportunity to observe class VIII.2. When teaching writing process, the teacher asked student to make sentence based the example in the text book, there is no explanation and step how to make writing product correctly first. Thus, Student did not master the grammatical in simple past tense yet, they did not have inappropriate vocabulary in the true context and could not explore their idea when writing. Therefore, when they started to write, they always got stuck. They did not know what they want to write. The students also did not have many concepts to write many something. As the result, when researcher got the score of students' midterm, that is unsatisfied for all class. It can be seen from the mean of midterm score below:

Table 1.1
Students' Mid Test Score of Junior High School 14 Padang

Class	Mean Score
VIII.1	54.72
VIII.2	51.12
VIII.3	42.47
VIII.4	45.38
VIII.5	39.43
VIII.6	32.78
VIII.7	30.97
VIII.8	31.85

Source: Scores' book English teacher of SMP 14 Padang

From the mid test score, it tells that there are some problems with students in learning English, the Mean score of grade eight of students in Junior High School of Padang is less than 70 as the maximum criteria of English. Start from class VIII.1 to class VIII.8 there is no classes that pass the maximum criteria of English. Then, the researcher permitted to the teacher to take writing test to get the real data from the students' writing in one of class and teacher gave the researcher class VIII.2 also. After the researcher took writing test at class VIII.2, the result of the also unsatisfied, it can be seen below:

Table 1.2
Students' Writing Score in Narrative Text

Total students	Mean score of writing components					Total score
	C	O	V	LU	M	
32	15.125	11.375	10.375	12.437	2.75	51.812
Ideal scores	30	20	20	25	5	100

Source: Preliminary research of Junior High School number 14 of Padang

Based on the table when students asked to write narrative text, it can be concluded that students' writing skill was low, and this is also an indication that the students have not produce writing product successfully. This phenomenon is appropriate with the researcher plan, the researcher wanted to apply one technique that appropriate with writing skill. The researcher was interested in conducting Team Word Webbing Technique in teaching writing in Genre Narrative text. The main purpose in this researcher was the researcher wanted to know whether or not the students who were taught through Team Word Webbing had better skill in Narrative Text than those who were not.

In Team Word Webbing technique, the main topic is written in the center of the paper, the team members add core concept around the main topic in turn. Then the team has free-for-all adding details and making bridges between ideas. Using team word-webbing in teaching writing narrative text, the student can get idea or concept, so they can develop their idea in writing

then share ideas each other, arrange the sentence into paragraph to content a good narrative text.

To prove whether Team Word Webbing gave significant effect toward students' writing, it was necessary to do the research entitled **“The Effect of Team Word Webbing Technique toward Students' Writing Skill in Narrative Text ”**

B. Identification of the Problem

Dealing with the background of the problem above, students' problems in writing are caused by: *first* students had limited idea in writing; it was difficult for them to generate their ideas, especially in developing their ideas. *Second*, the students had limited words to write, they have lack of English vocabulary. *Third*, students did not master the grammatical in simple past completely. *Fourth*, the students had frequent errors of spelling, punctuations, capitalizations, and articles. Therefore, the problems above give effect in students' Narrative Text product writing, they still got low score considering five components of writing. It means that they did not have satisfying result in writing skill.

C. Limitation of Problems

In learning writing, actually the students faced various problems. As mention in identification of the problem above, most of students have difficulties in generating and organizing their ideas. It was caused by the students did not know what should their write first and they did not know to plan their writing in a good way. In addition, the student's thought have

blocked because the writing class was conducted by the teacher could not encourage them to improve their skill in writing, so, the teacher needed to apply an appropriate technique in assisting the students to solve their problems in writing. Therefore, the researcher limits her research about the effect of Team Word Webbing technique toward Students' writing skill in Narrative Text.

D. Formulation of Problem

Based on background and limitation of the problem above, the researcher formulated the problem of this research as follows: Did the students who were taught through Team Word Webbing had better writing skill in Narrative Text than those who were not at grade eight of Junior High School 14 Padang ?”

E. Purpose of the research

The main purpose of this research was to prove whether the students who were taught through Team Word Webbing had better skill in Narrative Text than those who were not at grade eight of Junior High School 14 Padang ?”

F. Significance of the Research

The research findings were expected to be beneficial to:

1. The teachers, it could be useful information of Team Word Webbing technique in teaching writing Narrative Text and it can be applied in learning process.

2. The students would be motivated, more creative in English learning process and also be brave to express their idea, opinion in writing English
3. The researcher submitted this research as a partial fulfillment of the requirements to in English education section.
4. Other researchers, it can be a source for the next researches and this research is also expected to be useful to enrich the development of writing skill.

G. Definition of Key Term

In this research, the researcher has used many terms. To avoid misunderstanding about them. They are defined as follow:

- 1 The effect : Power or ability to influence or produce a result in storytelling technique by using pictures
- 2 Team Word Webbing is powerful tool in concept development and information ex-change. It is a certain kind of group that consists of four or five students.
- 3 Technique is a particular way of doing something
- 4 Improve become or make something better
- 5 Writing skill : a competence in delivering the ideas into written form by using some language featur such as vocabulary and grammar at least, into the smallest form of writing (paragraph).