

CHAPTER I

INTRODUCTION

This chapter contains the explanations of the research about introduction, background of the study, reason for choosing the topic, research question, the object of the study, hypothesis, the significances of the study, and definitions of the key terms. This is to simplify the reader to understand the next chapter.

1.1 Background of the Study

Education is a human process to provide a wide variety of situations that aim to empower themselves. In other definition, education is identical with school. In this regard, education is a lesson that was held at the school as an educational institution, as a place to educate students (teaching). Therefore, there are many things dealing with education. In education, there are some cognitive abilities students should master. Language is one of cognitive abilities that students should master in education.

Language is a form of human communication instrument in the form of symbol of sound through the instrument sounds, in which every single sound that is produced has meaning. In the dictionary of Indonesian, language is expresses as arbitrary sound system used by members of a community to work together, interact, and identify themselves. Meanwhile, according to Depdiknas (2005, p. 3), language is essentially utterance of human thoughts and human feelings regularly that use sound as the instrument. Thus, from the above quotation, the

writer can conclude that language is an instrument of human communication in the form of sound to interact, cooperate and get along with each other.

There are many kinds of language used by human around the world. Some languages used as legitimate international language and these have been avowed by United Nations. These languages are chosen based on the quantity of the speaker of that language. The more the user of a language the more important it will be. These are the lists of international languages according to United Nation: English, Arabic, Chinese, Spanish, Russian, and French. The proposed list of language became an official international language Portuguese, Bengal, Turkey, and Hindustani.

However, the official international language that is mostly used is English. While the other international languages are rare to be used by speakers. People who cannot master one of the international languages, they prefer to learn and use English. They prefer learning English to learning Arabic, Chinese, Spanish, Russian, and French. In addition, the population of English native speakers is the second largest (after China). They boast the greatest number of fluent speaker, English has the second largest population of speakers in the world. Geographically, it most widespread. It has the leading business and scientific language. It has the biggest predicate number of newspapers, magazines, journals, and books of various.

In learning English, there are four important skills that the student should master. Those are listening, speaking, reading, and writing. Based on the four aspects of English above, the researcher will focus on writing skill. The researcher

choose this topic because, according to the researcher based on the cycles of language development in children, writing is the most difficult aspect of the four aspects. Thus, this makes the researcher would like to do a research on the theme related to writing.

Nurdin (2007, p. 4) said that writing is a whole series of activities of someone in order to express some ideas and express it in written language to others in order to be easily understood. This writing definition reveals that a good writing is writing that can be understood by someone. There are several genres or forms of writing that students should learn, such as the genre of descriptive, explanation, procedure, persuasive, recount, narrative, and many others.

When students write narrative texts, usually there are some obstacles that they have to encounter, such as they are usually difficult to understand the generic structures, language features, and the changes of the verb they used, mainly in irregular verb because the narrative text uses past tense. Then, they are commonly difficult to determine the use of diction that they will use. It is because, determination diction is very influential in terms of the beauty of the text. Therefore, students should be creative to choose word by word and they have to understand the changes of the words, especially the verbs in writings. Therefore, based on the learning realities that have been mentioned by the researcher above, the use of a new technique is needed. One of good the techniques that can be used by teachers to teach narrative text is guided note taking.

Guided note taking is a model that compatible in learning narrative text. The application of guided note taking method is expected that the lecturing

method that is delivered by teachers to get students' attention. The application of guided note taking method is by providing students a teaching materials for example handout, teacher deliberately let some important points blank. So that there is a section in the blanks in the handout. During the lesson, students have to fill the blanks, so that students will be active in the process learning.

Utilizing guided note taking helps students to organize lecture content and provides opportunities to actively respond to the material which is presented in the class, which in turn positively affects academic achievement. The effect of guided note taking on academic behavior has been demonstrated convincingly in several studies. Hamilton, et.al. (2000, p. 133) found that using guided note taking improve academic performance. Sweeney, et.al. (1999, p. 305) demonstrated that guided note taking were also effective in improving the quiz scores and accuracy of note taken by high school students.

Based on the explanation above, the researcher would like to do a research about: the effectiveness of guided note taking to improve students' narrative text writing skill, an experimental research at tenth grade students of SMK Palebon Semarang in academic year 2016/2017.

1.2 Reasons for Choosing the Topic

Some reasons why the researcher choose the topic of the effectiveness of guided note taking to improve students' writing skill in narrative text at tenth grade students of SMK Palebon Semarang in academic year 2016/2017 are:

- a. The researcher has a great interest in this problem. The researcher wants to find out more about the problems in teaching writing of narrative text.
- b. The researcher wants to give some input for the alternative of method, especially in teaching narrative text.
- c. Guided note taking method is one of active learning which is interesting for students. Then, through this method, it will be the trigger for the students to write good English narrative text. Even, students will be more active and initiative to express their ideas.

1.3 Research Question

There is one discussed question in this research: Is the use of guided note taking effective to improve students' writing skill in narrative text at tenth grade students of SMK Palebon Semarang in academic year 2016/2017?"

1.4 The Objective of the Study

The objective of this research is to find whether the use of guided note taking is effective to improve the students' writing skill in narrative text at tenth grade students of SMK Palebon Semarang in academic year 2016/2017.

1.5 Hypothesis

Based on the research question above, it can be stated in the form of hypothesis as follow:

H_0 : There is no significant difference in the mean score of writing achievement between teaching narrative text using guided note taking and teaching narrative text without using guided note taking method.

H_i : There is a significant difference in the mean score of writing achievement between teaching narrative text using guided note taking and teaching narrative text without using guided note taking method.

1.6 Limitation of the Study

This study is limited and focused into some points:

- a. Guided Note Taking Method is a teaching method used in this research
- b. Skill which is improved addressed on writing
- c. The focus text type is only Narrative

1.7 The Significances of the Study

This research is expected to get the results and benefits for all parties including the following:

- a. For teachers
 - 1. This is to broad the horizon of knowledge in the field of education in order to improve the professionalism of the tasks of education, especially in the teaching learning process.
 - 2. Provide information to the English teachers especially, concerning alternative learning method that can improve the ability of students to understand the concept of narrative material to be applied in daily life.

b. For students

1. Hopefully this research can increase motivation and interest in learning as well as the creativity of students, especially in the English lessons for writing Narrative text.
2. This is expected to improve the ability of students to solve problems and deepen the understanding of the subject matter.

c. For institutions

Provide indormation about alternative method in teaching learning activities for schools, especially the school which have been object of the research.

d. For the further researcher

The results are expected to increase knowledge in the disciplines of education, especially in teaching English (narrative text).

1.8 Definition of Key Terms

Confirmation of the title of this research is intended to provide clearer information to the object of research. In addition, there is also a term can be interpreted with different meanings and to avoid misinterpretation of the title of this study. Therefore, the researcher gives the following limitations:

a. Guided Note Taking

According to Suprijono (2009, p. 105), guided note taking is a learning model that can be developed to build a stock of knowledge (prior knowledge) of learners with a model of guided notes.

b. Writing

Wiyanto (2004, p. 1) mentioned that writing has two meanings. First, writing means to change the sound that can be heard be signs that can be seen. Sounds that changed it is the sounds of language (sounds coming from human vocal organs). Second, writing activities have meaning express ideas in writing activities. Ideas that have been written then readers accommodate these ideas by reading.

c. Narrative text

According to Mark and Kathy (1998, p. 3), narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Narrative text has a social function to amused, entertain and to deal with actual or vicarious experience in different ways.

1.9 Outline of the Study

This final project consists of five chapters. The chapter are divided into subtopics as follows:

Chapter I is introduction. This chapter contains backgorund of the study, reason choosing the topic, research qustions, the objective of the study, hypothesis, the significances of the study, definition of key terms, and outline of the research.

Chaper II is review of related literatures which consists of theories that serve as a basis of the writing of the final project

Chapter III is research method. This chapter contains about research design, subjects of the study, data gaetharing, data analysis, and procedures of the study.

Chapter IV is analysis of results and discussion. In this chapter, the data collected were analyzed and interpreted.

Chapter V is conclusion and suggestion.

