#### **CHAPTER I**

#### INTRODUCTION

## A. Background of the research

English is one of the international languages, which almost all nations learn and use, including Indonesia. To compete in global market and exchange information with other countries, Indonesian people need to master English to communicate with foreigners. With this consideration, Indonesian government has included the English Language as a compulsory subject in secondary schools. Therefore, most schools in Indonesia, elementary until secondary levels include English as their subjects in the class. Moreover, English is also tested in UAN (the national final examination).

For Indonesians, English is a foreign language. So, it is not easy to teach English to students in school, especially in the second grade in senior high school.<sup>3</sup> Inevitably, the teachers have the crucial role as the catalyst for learning in order to achieve the goal of teaching and learning process. Therefore, it is very important that they have a detailed knowledge and

<sup>1</sup> Depdiknas, *Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, (Jakarta: Depdiknas, 2003), p.32

<sup>&</sup>lt;sup>2</sup> Depdiknas, Materi Sosialisasi dan Pelatihan KTSP SMA, (Jakarta: Depdiknas, 2007), p.iii

<sup>&</sup>lt;sup>3</sup> Alexander L, Terego, *Essay Writing for High School Student*, (Canada: Peterson's Nelnet Company, 2005), p.vii

awareness of the ways in which learning can be promoted in school.<sup>4</sup> It means that the teacher needs to consider the current learning theories and how they can be applied into practice to develop the students' English competence. Here, the creativity of the teachers needs to be explored in order to decide what kinds of method that they use to teach English to the students and which methods work for the purpose of enhancing the students' English skills.

In the teaching and learning of English in secondary schools in Indonesia, all the four language skills are included in the national curriculum. Writing is one competence in English besides reading, speaking, and listening. Writing is also a part of the language learning process. Because it needs some processes, the students need other competences in English before they can produce some English writings; such as the English vocabulary in both the meaning and the form. In addition, they have to have reading competence to explore references for their writing. No wonder that most students find difficulties to produce English writing. The problem is also faced by students of SMA Negeri 3 Sidoarjo, especially for second grade in the science class. Based on the teacher information from my initial interview prior to the research, students faced some difficulties to write some English texts. Most of them cannot use the English

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<sup>&</sup>lt;sup>4</sup> Alan Pritchard, Ways Of Learning, (New York: David Fulton Schraz, 2005), p.95

<sup>&</sup>lt;sup>5</sup> Cora Lindsay and Paul Knight, *Learning and Teaching English Course for Teacher*, (Oxford: Oxford University Press, 2006), p.87

<sup>&</sup>lt;sup>6</sup> Nancy Arapoff Cramer, *The Writing Process 20 Project for Group*, (USA: Newbury House Publisher Inc, 1985), p.i

grammar properly in their writing. Consequently, the teacher needs to have a method to help the students with their English writing. Yet, the researcher got some suggestions in order to solve this problem of learning to write in English used by an English teacher in SMA Negeri 3 Sidoarjo. The teacher used the paper project assessment to help students develop their skill in English narrative text writing. This method seems to be working in developing not only the students' English writing skills but also as an instrument for the teacher in assessing her students' writing.

An assessment is an important part of English teaching and learning in addition to teaching approaches, methods and strategies. This is because assessment can measure how far the goal of the teaching and learning has been achieved.<sup>7</sup> Assessment is a continuity process that encompasses a much wider domain.<sup>8</sup> In an assessment process, an appropriate instrument needs to be designed in such away that it brings reliable result. Moreover, about the instrument of assessment Collin Conner states that:<sup>9</sup>

A general term enhancing all methods customarily used to appraise performance of an individual pupil or group. It may refer to a broad appraisal including many sources of evidence and many aspects of pupils' knowledge, understanding, skill and attitudes; or to particular occasion or instrument. An assessment instrument may be any method or procedure, formal or informal,

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<sup>&</sup>lt;sup>7</sup> Daniel Mujis and Davied, Effective Teaching, (Yogjakarta: Pustaka Pelajar, 2008), p.360

<sup>&</sup>lt;sup>8</sup> Douglas H Brown, *Language Assessment: Principle and Classroom Practice*, (New york: Perason Education Inc, 2004), p.4

<sup>&</sup>lt;sup>9</sup> Collin Conner, et al, *Assessment and Testing in the Primary School*, (Cambridge: The Falmer Press, 1991), p. 3

for producing information about pupils: e.g. a written test paper, an interview schedule, a measurement task using equipment, a class quiz.

So far writing assessment has been concerned with developing paragraphs or essays. That opinion is in line with the material in teaching English for second grade in senior high schools in Indonesia. Referring back to the National Curriculum, one of the English writing competencies for the second grade in senior high school students is the genre texts. Despite the various kinds of English genres being part of English writing in high school, this thesis focuses on the English narrative text.

In Indonesia EFL curriculum, narrative is introduced in the junior high school and represented in the senior high school in the first and second grade. Yet, there seems to be no guarantee that students have mastered English narrative text. Therefore, it is a challenge for the teachers to teach English skills in narrative text, to present the same material in different and more effective ways. As with the paper project assessment being investigated in this research, in addition to assist the students develop their writing skill, such project was also used as an instrument to assess students' achievement in developing English narrative texts.

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<sup>&</sup>lt;sup>10</sup> George E Wishon and Julia M Burks, *Lets Write English*, (New York: Litton Educational Publishing Inc, 1980), revision edition, p.378

<sup>&</sup>lt;sup>11</sup> Depdiknas, Materi Sosialisasi dan Pelatihan KTSP SMA, op.cit, p.30

Narration is a form of writing used to relate the story of acts or events.<sup>12</sup> The purpose of a narrative text is to amuse or entertain the readers with the actual or imaginary experiences in difference ways and narratives always deal with some problems which lead to the climax and then turn into a solution to the problem. Sudarwati states in the book of Look Ahead English course for senior high school student year XI that narrative text is usually composed of the Orientation, the Complication and the Resolution. The orientation is to introduce the person, the situation taking a place, and when it happened. In the Complication the problem arises followed by other problem and the Resolution is the stage where the problem can be solved.<sup>13</sup>

Considering the students' difficulties in developing their English writing skills, the needs for the teacher to find methods to help the students improve their skills in writing a narrative text and to find an appropriate assessment as an important aspect of teaching and learning of English in Indonesia, the researcher investigated the use of paper project assessment used by an English teacher in SMA Negeri 3 Sidoarjo. This method of assessment seems to be able to suit both needs. Therefore, the researcher made an observation and conducted a studying on the use of paper project assessment to measure students' competence in narrative text writing in SMA Negeri 3 Sidoarjo.

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<sup>&</sup>lt;sup>12</sup> George E Wishon and Julia M Burks, Lets Write English, op.cit, p.378

<sup>&</sup>lt;sup>13</sup> Sudarwati and Eudia Grace, *Look Ahead English course for senior high school student year XI*, (Jakarta: Erlangga, 2007), p.154

## B. Statement of the research questions

In line with the background of study, the questions of this study can be formulated as follow:

- 1. What is the paper project assessment in narrative text writing used by English teacher in SMAN 3 Sidoarjo?
- 2. Does the paper project assessment help the students develop their skills in narrative text writing?

# C. The objective of the research

Derived from the above question, the objective of study are:

- 1. To describe the paper project assessment in narrative text writing used by English teacher in SMAN 3 Sidoarjo
- 2. To find out if the use of paper project assessment help the students develop their skills in narrative text writing.

## D. Significance of the research

Every result of study has the benefit both theoretically and pragmatically. Theoretically, it is expected that the result of the research can give contribution in developing English teaching method and in English teaching and learning process. Pragmatically, first, it is expected that the outcome from this study could be the basis for the researcher, as a student teacher, to develop writing

assessment in her teaching in the future. Second, the result of this research could also be useful for other English teachers in Indonesian high schools in order to provide the method in teaching and learning process. The last for the students, hopefully this research can help them to learn about writing English in order to get the better achievement in their English learning.

## E. Scope and Limitation of the research

In this study, there are two main problems. The first is dealing with the application of paper project assessment method in teaching writing competence. The writing is focuses on narrative text writing with the topic about social problem. The second concern is related to the measurement of students' competence in narrative text writing. The scores are then indicated in the form of the students' scores obtained from the narrative text writing competence assessed that given by teacher.

## F. Definition of Key Term

Since it is possible that the same terms will be used by different researchers, to refer to different concepts, the following key terms need defining so that there will not be any misinterpretation. They are:

1. Using : It is the action of doing something<sup>14</sup>. In this research, it

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<sup>&</sup>lt;sup>14</sup> Oxford, Oxford Advanced Learner's dictionary, (Oxford:Oxord Uniersity Press, 1995)p. 1315

- focuses on the application paper project assessment method in the teaching of narrative text writing for second grade in the senior high school.
- 2. Paper Project: It is one of the methods to teach narrative text writing, it is some paper assessment completed in a group consisting five students and they have four months to submit it to the teacher. They must observe in the field in order to get the information for writing. They can conduct interviewed or use other methods to explore informants' life. The topic of discussion is about various social problems in their surrounding environment. They can write about the beggar, the prostitution, the orphans, the transsexual, or other issues.
- 3. Assessment: It is the activity to get all information about the student collected by the teacher. The paper project assessment is one of the instruments in assessing students' competence, especially in the English narrative text writing. The score of students become one of the points to be accumulated with other competences in the last semester report.
- 4. Measure : It is the activity or process to know the result of the students' competence in writing. In this research the measurement focused on the students' achievement in narrative text writing; starting from the preparation up to the submission of the paper projects.
- 5. Competence: It is the state of having the ability, skill, knowledge to do

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<sup>15</sup> Daniel Mujis and Davied, Effective Teaching, op.cit,p.360

something in English.<sup>16</sup> In this research, it refers to narrative text writing. The competences include the ability to use the schematic structure and language feature in narrative genre in the paper project.

- 6. Narrative text: Narrative is one of genres in English text in which the purpose is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Beside the purpose, a narrative text has different schematic structure and the language feature from other genres.
- 7. Writing : It is the activity through which people convey meaning and message in order to communicate with others through written language. 17 The writing collected is the paper project which the students had to finish by the end of the semester. In this research, the writing activity involved many steps to produce a comprehensive writing.

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<sup>16</sup> Oxford, Oxford Advanced Learner's dictionary, opcit,p.232

<sup>&</sup>lt;sup>17</sup> Indah Muji Rahayu, *The use of documentary portofolio assessment to measure the students' growth and accomlisment narrative writing*, (Surabaya; unpublished, 2005), p. 8