

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is one of the languages that is known as an International Language. In education, English is a foreign language and it is obligatory subject that learned in school. English has been taught to the students in all grades in school. Learning English is the complex process that included the components such as: Grammar and Vocabulary. English as a subject material in school have four basic language skills, they are Reading, writing, speaking, listening.

Writing is one skill of language that should be mastered by people in the world. Writing is the act of communication by using paper. The purpose is to express ideas, taught and feels. Students can illustrate their impulsion by writing in a text. And one of the genres is Academic writing which is used in school or college. There are four types of writing:

- Expository – Writing in which author want to inform or explain something to the reader.
- Persuasive – Writing in which author states an opinions and attempts to influence the reader.
- Narrative – Writing in which the author tells a story.
- Descriptive – A type of expository writing. Which is the author try to describe something.

According to King (2004), Writing skills are a very structured and comprehensive way of thinking "starting", "struggling", "taking risks", or "reluctant to write". For writers, this structured matter provides an important foundation in developing the basis of thinking and writing abilities. Writing Skills are a collection of special instructions in spelling, handwriting, and keyboard, and discussing.

According to Oshima and Hogue (2007), Academic writing is the kind of writing used in high school and college classes. Academic writing is different from free essay writing, which is the type of writing when you want to write a story. Academic writing is really different than personal writing, which is the type of writing used to write personal messages to friends and family. The steps of writing Academic Writing can be described as follows. The first step taken before writing Academic Writing is called pre-writing. Pre-writing is a series of processes to gather and get ideas on an article. In this step, the main goal is to choose a topic and gather ideas to explain the topic. Some of the methods below can be used to get ideas, are as follows:

a. Listing

The first of pre-writing technique is listing process in which you write the topic at the top of a piece of paper and then quickly make a list of words of phrases that come into your mind.

b. Organizing

The second of pre-writing technique is organizing process in which you organize an ideas into a simple outline. After the first sentence, you can keep on the next ideas and any other information to give a complete information.

c. Writing

The pre-writing techniques is to write the initial draft, without forgetting your main outline as a guide / reference. Next write the concept as quickly as possible without caring about grammar rules, spelling, and other punctuation. Let your ideas flow into your script without worrying about what you are writing about.

d. Polishing (Revising and Editing)

Fourth, the pre-writing method is the final editing (revising and editing some parts that feel need to be changed). This step, requires the writer to try to give the final touches by polishing the writing that has been made. This step is often also referred to as "revision" and "editing". Revision or editing will be far more successful if you follow two steps that can be done by the writer. First, it directly refers to the main issues of content and organization (revised). Then work on smaller grammar, punctuation and mechanics problems (editing).

Narrative is the type of writing texts that happened in the past for entertain people.. Narrative texts are also one kind of reading texts taught to Senior High School students. Types of Narrative texts:Folklores, fairy stories, fables, myths and horror stories. They are the generic structures of narrative texts:

a. Orientation

Orientation is the beginning of a writing that must be issued. This orientation is often referred to as "introduction".

b. Complication

Complications are conditions where a problem arises slowly and then peaks (climax) in an event.

c. ResolutionResolution is the final condition or event in which the problems that occur in the "complications" section subside and be resolved. The end of this problem will generally end happily or sadly.

d. Re-orientation/Coda

In this section, the entire set of events that occurred has been fully intertwined and related to each other from beginning to end so that observers can take moral lessons and new insights from a series of stories that occur.

According to Smalley and Ruelten (1986), generally there are two types of writing that requires chronological information that must be affixed in writing such as: narrative text and description text. Although narration generally refers to a story being told, this term is used to describe a relationship in writing narrative texts. The experience may originate from an event in the past (past narratives) or perhaps certain experiences that occurred in the past (usually people do) or may occur now (present narratives).. In narrative texts, the topic should be chronological

development, and the sentences are arranged in chronological order. It is important in writing narrative texts to show the reader the time relationship between sentences and ideas; clarifying the time relationship helps to achieve coherence. Example of time sequences in narrative texts : first, next, second, then, last, finally.

Based on the researchers' experience when doing teaching practice at school. The researchers found many difficulties that students faced in writing narrative texts. This is the reason why the researchers want to conduct this study.

To support this research, researchers used several references from previous studies that have been carried out and can then be used as references in this study. The first is, Aryanty (2017). This study aims to examine the percentage of errors made by students in using English grammar, especially grammar in the past tense. At the same time, the point of this was to determine the ability in writing in grade 8, SMP Negeri 7 Tanjung Pinang in the 2016 Academic year. The focus of the study is the problem that students face while writing a narrative text. The most problem they face is the lack of students' ability to use past tense grammar in English when writing the narrative texts. The research subject of this study was the VIII 9 class which is the total of subject was 42 students. Method used by researcher was cluster sampling. The method used to collect data in this study is a written test. And the data were analyzed by the average formula and the percentage manual formula. The outout of this study are (1) Mistake's percentage the students made in using past grammar is very high when compared to, (2) the ability of students to write narrative texts in 8th grade at SMPN 7 Tanjung Pinang is good.

Second, Herlinawati (2011). This study aim the most common difficulties made by 3rd grade students in making simple past tenses and divide into two parts: regular and irregular verb. The findings from this study reveal that most students make common mistakes in random form, the rest make mistakes in normal form. In this study the researchers used descriptive analysis in qualitative methods. The results of the research carried out are (1) the researcher explains again the random shapes made by the students during the research to ensure students make mistakes (2) Teachers are expected to be more creative in teaching writing, thus making them interesting to learn more, and (3) Teachers should provide motivation to their students to help develop their mentality so that students feel more motivated to do more.

Third, from Diniya (2013). The research conducted aims to investigate the student's abilities and difficulties in doing narrative texts as "natural" text genres. The focused is on the disclosure of the types of experiences and conditions that students faced in their narrative texts. This research was conducted at the one of the SMA in Purwakarta. The design of this study is a case study research. There are 35 students and categorized in 3 different achievement levels, namely low, medium and high achievers. The findings is to indicate that the common mistakes that the students make in writing a narrative text.

From on the datas above, the researchers committed to decide the research title as “Students’ Difficulties in Writing Narrative Texts”.

1.2 The Problem of the Study

Based on the background above, the writers formulated the problem of the study:

1. What difficulties are students faced in writing narrative texts?
2. What difficulties are more dominant in writing narrative texts?
3. How do English Teachers solve problems in writing narrative texts?

1.3 The Objectives of Study

Based on the problem of the study above, the writers formulated the objectives of the study:

1. To find out the students’ difficulties in writing narrative texts.
2. To find out the students’ more dominant difficulties in writing narrative texts.
3. To know the English Teachers’ action to solve the students’ difficulties in writing narrative texts.

1.4 The Scope of Study

The study will focus on finding difficulties in writing narrative texts. The subject of the study will be the students at Senior High School.

1.5 The Significance of Study

This study will give contribution not only practically, but also theoretically.

1.5.1 Theoretically

This study will be more explaining about students’ difficulties in writing narrative texts.

1.5.2 Practically

This study will give contribution to:

1. Teachers

Teachers will know the difficulties that students faced in writing narrative texts.

2. Students

Students will know how to write narrative texts.

3. Other researcher

As one of the references used to conduct the related research.