CHAPTER I
INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia. It means that the language is not used in daily conversation. However, in education aspect, the students must master English to face the global era because English has become an international language. It implies that in Indonesia, English is taught in order that the students more easily get information from other countries. The importance of English education, that it is one of the most important languages in the school. By learning English, the students are expected to be able to absorb and keep up with the development of science, technology, and art. In Indonesia, English is as a foreign language. It is the most famous foreign language which is taught from elementary school, junior high school, and senior high school.

One of the function of English as an international language is English has an important role in all sectors. Especially in education, in education English language is learned by the students to increase higher level in learning English. Teaching English in Indonesia is focused on the ability of the students’ communication. The learners should be capable of mastering the four language skills namely: listening, speaking, reading, and writing. The learners should have the abilities in reading and listening to support their
speaking and writing. Studying English is not easily for many Indonesian students.

Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. One of the reason is that more and more people can explain how people perform different processes in sequence of steps. To write well, people must have good capabilities in writing. Moreover, someone who wants to write a text she/he should know the steps in writing process and aspect of writing. The writer must be able to organize the idea, to construe the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and text.

Teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. “The method is theoretically related to an approach and is organizational determined by design” (Fauziati, 2008: 5). Writing takes time and energy it is along process. The students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. So it needs to use appropriate method in teaching writing, in order to produce good writing.

The method that is used to teach writing in SMA N 1 Andong is writing individually. The teacher asks the students to write to make a text individually. The problems faced in the class are sometimes the students have difficulties to
build and develop their ideas, choose the right diction and use the grammar, especially in writing narrative text.

The material that is used to teach in SMA N 1 Andong is taken from an English text book entitled “LOOK A HEAD”. The materials in this book are reports, narrative, analytical exposition, hortatory exposition, and spoof. This book is based on the 2006 KTSP. The materials of the book support the students to improve their abilities in using English. The book does not only consist of the material, but it’s also completed with exercises.

A narrative text is designed to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn find a resolution. This text uses the past tense, noun phrase, pronouns and adverb phrase. It also usually uses time connection and conjunction such as one day, a week letter, a long, long time ago, etc. The structural of a narrative text consist orientation, complication, resolution, and re-orientation.

Writing is the most difficult skill for the second year students at SMA N 1 Andong. It can be seen from the data and some problems that the students confront in writing. Furthermore, it is hard for the students to act idea. They can not write smoothly because they do not know what they write to develop the topic and they get struck in the middle of writing. Especially in writing narrative text, the students get individually verb, grammar, punctuation, spelling, vocabulary and how to use past tense. As a result, the students have no motivation to write, and writing becomes a boring and hard activity for
them. Dealing with the problem, this study aim to describe the students ability in writing narrative text.

The result of students writing narrative text.

Once upon a time the middle of the forest, there lived a girl named Jane with her father, a poor woodcutter.

One day the little girl’s father did not come home from the forest and Jane became more frightened that he had an accident. She did not know what to do because she was very afraid of the dark.

Finally she pluck up all her courage and head out to the clearing where she thought her father had been that day. After two long hours look for, she finally found him. His foot had been trapped under a long and he could not lift it himself. Jane helped her father to free himself and they went home happily. Jane was very glad she had not been too frightened to go in search of her father.

From the data above, the researcher finds out the student’s mistake in writing narrative text. They are grammar, punctuation, vocabulary and using of tense. The first is grammar. For example: once upon a time the middle of the forest. The correct one should be: “once upon a time in the middle of the forest”. The student must use “in” before the word “the middle of the forest” because “in” is used to denote adverb of place. The second is punctuation. For example: one day the little girl’s father (in paragraph 2) after one day the writer should give a coma. The correct sentence is “one day, the little girl’s father”. The third is vocabulary. For example: “After two long hours look for, she finally found him”. The correct form of this error is “after two long hours searching, she finally found him”. The students have weakness in finding the English term of pencarian, which must be translated into “searching”, not “look for”. And the last is using tense. In writing narrative text, it must use
past tense. It can be seen in the first line of paragraph three. There is wrong words in the sentence “Finally she pluck up all her courage and head out to the clearing”, they are “pluck” and “head”. The words are wrong because they are not in past tense form. The words must changed into past tense form, “plucked” and “headed”. Finally, the sentence is “she plucked up all her courage and headed out to the clearing”. From the example above it can be seen that the students made many weaknesses. They have difficulties to use grammar, tense, and to choose the vocabulary. Because of the reason above, the writer conduct descriptive study a student’s ability in writing especially in writing narrative text.

Based on the situation above the writer conducts a research entitled A Descriptive Study on the Students’ Ability in Writing Narrative Text at the Second Year of SMA N 1 Andong, Boyolali.

B. Research Problem

Based on the background of the study, the research problems are focused on the following:

1. How is the students’ ability in writing narrative text?
2. What are the problems faced by the students?
3. What are the problems faced by the teacher?
C. Objective of the Study

Based on the research problem, the writer has some the following objectives:

Generally it is to identify the students’ ability in writing narrative written text in *SMA N 1 Andong*, specifically it is to:

1. Describe the students’ ability in writing narrative written text at *SMA N 1 Andong*.
2. Describe the difficulties faced by the students.
3. Describe the difficulties faced by the teacher.

D. Limitation of the Study.

In this research, the writer limits her research on the students’ ability in writing narrative written text at Sekolah Menengah Atas (*SMA*) *N 1 Andong* *Boyolali* in 2010/2011, Academic year. Including their ability in using the linguistic feature and generic structure and the problem faced by the students and teacher.

E. Benefit of the Study

Writing her research proposal on the students’ ability in writing narrative written text of senior high school, the writer hopes that her work is beneficial both theoretically and practically:
1. Theoretical Benefit
   
a. The result of the research can be used as an input in English teaching learning process especially in teaching writing.

b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit
   
The result of this research will be helpful both for the students and the teacher to extend the problem in teaching and learning English in teaching writing.

F. Research Paper Organization
   
The research paper is organized as follows:

   Chapter I is introduction. It deals with the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, research paper organization.

   Chapter II is a review of related literature. It is the basic technique that is closely related to the topic. It consists of previous study, notion of writing, characteristic of narrative text, the difficulties of writing, the roles of teacher in teaching writing, method of teaching writing.

   Chapter III is discusses the research method. It consists of type of research, place and time of research, subject and object of the data, object of the research, data and source of data, method of collecting data, and technique for analyzing data.
Chapter IV is research finding and discussion. The research finding elaborated into the students’ ability in writing narrative written text at SMA N 1 Andong, to describe the problem faced by the students, and to describe the problem faced by the teacher during teaching writing of SMA N 1 Andong.

Chapter V is conclusion and suggestion.