

**A DESCRIPTIVE STUDY ON STUDENTS' ABILITY IN WRITING  
NARRATIVE TEXT AT THE SECOND YEAR OF SMA N 1 KARTASURA  
IN 2007/2008 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

People use language to express their thoughts, feelings, ideas, and experiences to communicate to each other. Moreover, it has been known that language is the most effective means of communication. People learn not only their mother tongue but also languages used in the international world. One of languages used in the international world is English. English plays a great role in the world. In Indonesia, English even takes a more important role. Indonesian needs English to communicate to people from other country. Indonesian is able to take part in global era if he or she has ability in English both in oral and written form.

Writing is a part of English skill which plays an important role as means of communication. Indonesian who has writing skill will be proud because he or she can take and give information easily with people from other country. Fauziati (2001: 147) argues that writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. Writing differs from the other skills (reading, speaking, and listening). In writing, people use graphic symbols that have to be arranged according to certain conventions to form word, and word have to be arranged form sentences. A writer should master many aspect of language such as spelling,

punctuating, capitalizing, grammatical accuracy, and acceptability to make the relationship between words are clear and understanding between writer and reader are easier.

For the most beginning writers whose mother tongue is not English, writing is the most difficult English skill because writing is a complicated skill. Writers have to compose writing correctly with the attention to some important elements such as content, language use, organization, vocabulary, and mechanic.

A good writing not only mold the message or idea in the written language have to be grammatically correct, but also organize idea or message in written form. The idea or message must be created in text form that has purpose, rhetorical structure, and linguistic realization or grammatical pattern. Each written text must have clear purpose. The idea or message must be created effectively in one form of the written texts. By considering the effectiveness of using language, each form of written texts preferable is created based on genre. Genre can be defined as a type of the text functioned as a frame of reference, so the text can be created effectively: in purpose, arranging of text elements, and accuracy in using grammar (Pardiyono, 2007:2).

In writing, there are some types of genre. They are descriptive, narrative, expository, discussion, review, procedure, anecdote, etc. Each type has different in purpose and generic structure. Each type of genre in writing has been taught to the students of Senior High School.

Teaching writing in Indonesia is focused on the ability of the student's communication in written form (Depdiknas, 2003: 6). Basically, teaching writing in Senior High School has standard competence that is the students are able to communicate fluently in written form using appropriate and precise language. To use precise language in writing the students should understand types of genre in writing and to acquire writing ability the students should get sufficient writing practice. Without practice, it is impossible to write well.

In teaching English writing, the students of Senior High School are given material about genre in writing. The students are taught the aspects of genre in writing including the social function and characteristic of genre. They understand aspects of genre and finally they are expected to be able to write genre well.

One type of genre in writing that is taught in Senior High School is narrative text. Narrative text is telling story. Students hear or read story like tale, legend, fable and so on. Sometimes, they also try to write those stories. Narrative is not strange for students. Jaworski and Cloupand (1995: 225) define narrative as one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events which actually occurred. It is usual for students to tell a story in written form. Most of students like to write their experience in their note that called diary. So, narrative text is familiar for them.

Students can write narrative text based on imagined occurrences. They play their imagination to build occurrences that then they narrate into written

form. A narrative text that based on imagined occurrences is called a fiction narrative while a nonfiction narrative text is based on the real or true story.

The students of SMA N 1 Kartasura especially the second year students have been taught narrative text. In the final of teaching writing narrative text, the students are expected to be able to write narrative text well.

Based on the description above, the writer is interested in conducting research entitled "A DESCRIPTIVE STUDY ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR OF SMA N 1 KARTASURA".

## **B. Research Problem**

In this research, the writer states the problem that is “How is the students’ ability in writing narrative text at the second year of SMA N 1 Kartasura?”

## **C. Limitation of the Study**

The study focuses on the second year students of SMA N 1 Kartasura in 2007/2008 academic year. The writer limits the study on one class in which only 40 students that she wants to investigate. The limitation of the study can also be seen in the problems that she focuses on.

**D. Objective of the Study**

The objective of the study is to describe the students' ability in writing narrative text at the second year of SMA N 1 Kartasura.

**E. Benefit of the Study**

The research result is expected to be able to give some benefits both theoretically and practically.

1. Theoretically
  - a. The result of this research can be used as input in teaching learning process especially in teaching writing to Senior High School level.
  - b. The result of this research can be used as reference of those who want to conduct a research in writing.
2. Practically
  - a. The finding of the research will give information about the students' ability.
  - b. The result of this research will increase the students' ability in writing narrative text.

**F. Research Paper Organization**

The writer organizes this research in order to make the reader easier to understand. The writer presents five chapters in this research.

Chapter I is introduction which consists of background of the study, statement of problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consists of previous Study, notion of writing ability, process of writing, kinds of writing, component of writing, notion of narrative text, social function of narrative text, generic structure of narrative text, language feature of narrative text, and evaluating of writing.

Chapter III is research method that consists of type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research result and discussion. It consists of research finding and discussion.

Chapter V deals with conclusion and suggestion.