

CHAPTER I INTRODUCTION

In this chapter, the researcher would like to represent about background of the study, objective of the study, and significant of the study.

A. Background of the Study

English is an important language to learn in education because English is the language used by many countries for communication. English is a language that must be taught early in school. In Indonesia, English has been taught since elementary school. There are four types of skills in English, namely reading, speaking, listening, and writing. All of these skills are important to master when we study English.

Writing skill is the skill that must be mastered besides speaking, reading, and listening. Writing skill is the skill that can be seen from these three skills. According to McCrimmon (2008: 141), writing is an activity to explore feeling and feelings about a subject, choose something to write about, and determine how to write them so the readers can understand it easily and clearly. Writing is an activity that needs complex abilities (St. Y. Slamet, 2008: 72).

The types of text that are taught in Senior High School include narrative, recount, review, descriptive, procedure, anecdote, analytical exposition, news item, hortatory exposition, report, explanation, narrative, and discussion (Depdiknas, 2006). All of these texts have different function, language features, and generic structure. In 2013 curriculum, one of writing texts which must be produced by students is narrative text.

Narrative text is one of the types of genre. Narrative text is a story about a person or group of people that solve problems (Joyce & Feez, 2000). Narrative text also contains how people can react their experiences, an exploration of cultural and social values to entertain the audience. Narrative text aims to entertain, get and keep the attention of the audience, listener or reader of the story. (Derewianka, 1990; Joyce & Feez, 2000; Anderson & Anderson, 2003; Gerot & Wignell, 1994).

As an english teacher, the researcher still finds students that have problem in writing a text because writing skill is a difficult skill that needs creativty in developing sentences. This happens because of their lack of skills in writing and knowledge of the rules of writing. These rules include grammar, vocabulary, and tenses. The third must be owned by a writer because

by following these three rules, a person will produce very good writing and suitable meaning in a text.

An effective way to diagnose the student's narrative text is to see the perspective of SFL (Systemic-Functional Linguistics) because it can give in-depth and detailed information that are contained in the criteria of narrative text. SFL is an approach used to analyze how language is used in different context in common human interaction, both of speaking and writing. In addition, analyzing student's writing text using SFL perspective can also help teachers to understand how students create the meaning correctly. The meaning of metafunctions can be seen from three types of metafunction. There are ideational, interpersonal, and textual metafunctions (Gerot & Wignel, 1994).

There are some researchs about student narrative text have been done by some researchers. Sulistyو (2013), Ijabah (2018), Arigusman (2018), and Zein, Sinar, & Yusuf (2019) that have conducted research that focused on the problem of students in writing a text by using SFL. Moreover, Suhartini (2016), Pardosi, Karo, Sijabat, Pasaribu, & Tarigan (2019), Jelimun, Suarnajaya, & Adnyani (2020), and Putri & Al-Hafizd (2020) have conducted research that focused on transitivity, social purpose, and language features. Then, Janah (2015) has conducted research that focused on the grammatical error of narrative text. The last is a research conducted by Zakaria, Melor, Nazri, & Shah (2016) about the positive experience in narrative text using storybird.

In the several previous researchs, the previous research focused about the student's problem in writing narrative text and transitivity. Another previous research found some transitivity process in the narrative text. They dont focussed on the three metafunction. They focused in one metafunction.

However, the researcher would analyze the text of students based on metafunctions analysis in SFL perspective . This research want to know the representation of student narrative text in SFL perspective. In this research, the researcher would like to conduct a research paperentitled ANALYSIS OF EFL STUDENTS' NARRATIVE TEXT WRITING BASED ON METAFUNCTION: A CASE STUDY AT SMA NEGERI 1 BANGSRI.

B. Problem of the Study

The research problem of this study is what are the problems faced by student in narrative text writing based on metafunctions analysis in SFL perspective. The researcher raised 3 questions as follows:

1. What are the ideational meta-functions contained in the narrative text written by student of SMA N 1 Bangsri ?
2. What are the interpersonal meta-functions contained in the narrative text written by student of SMA N 1 Bangsri ?
3. What are the textual meta-functions contained in the narrative text written by student of SMA N 1 Bangsri ?

C. Objective of the Study

Based on the statements of the problem above, the research objectives are as follows:

1. To describe the representation of ideational metafunctions in students' narrative texts.
2. To describe the representation of interpersonal metafunctions in students' narrative texts.
3. To describe the representation of textual metafunctions in students' narrative texts.

D. Significance of the Study

The researcher wishes that the results of this study can benefit the readers and the following parties:

1. This study can be a source of information to improve the quality of English education in class. This study hopefully can give establish the method to teacher in the mastery and understanding of English, especially in writing skill. Moreover, this study hopefully can help students to improve their writing skills and also minimize the problem in writing.
2. This study can give benefit to the future research in understanding narrative text based on metafunctions perspective in SFL perspective. The theory can be the rule to understand the meaning of the text correctly. This research, hopefully, can be used as a reference for future research.