CHAPTER I
INTRODUCTION

A. Background of the Study

English in non-English speaking countries is used in two contexts: English as a second language (ESL) and English as a foreign language (henceforth EFL). Unlike the ESL context, where English is used as a means of communication and is learnt through communication in social situation, in the EFL context English has no vital function in people’s everyday life and communication, and, as Yarahmadi (2008) notes, that it is learned through classroom instruction and the use of audio-visual materials for educational and/or academic purposes, job opportunities, and increasing the possibility of higher education. In such situations, learners do not have any immediate purpose to use English for communicative functions and consequently are not provided with opportunities to engage in and develop language -Learning strategies (Lan, 2005).

Listening, speaking, reading, and writing are four important basic skills to improve student’s English skill. Those skills are integrated in English teaching-learning process, and it will develop students’ skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students can understand the material easily. Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English such as reading, speaking, and listening, but also because of the
difference between the learners’ native language rules and that of the language being learned. Based on the Junior High School Competency Based Curriculum, the students are expected to be able to communicate in English both in oral and written form.

In Junior High School in Indonesia, the skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social y are able to write the genres by themselves with the right order of generic function, the generic structures, and the language features of the genres. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that the structures and the correct use of the language features of genres. There are many genres that are taught to Junior High School students, those are narrative, procedure, recount descriptive, and so on that we can write This research focused on the narrative text which is taught in the second year of Junior High School.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. To make students’ are able to write narrative text, some components that must be mastered such as content, organization, vocabulary, grammar, mechanic. Content has unity it means only that one idea which in the text is discussed. A good content also should be coherent means that every paragraph has to hold each other. More over the movement from one sentence to the following must be logical and smooth. Organization refers to the logical arrangement of content. It is scarcely more than
attempt to piece together all collection of fact and jumble ideas. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly. As a general rule, clarity should be his/her prime objective. Grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentence. Mechanic refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

Related the explanation above, the writer wants to do research about students’ mastery in their narrative writing ability as well as the analysis of students’ problems in some components of writing narrative texts.

B. Reason for Choosing the Topic

Narrative writing is the text that should be mastered by student because writing narrative is an accuracy focused activity as well as an act of communication where one can practice their skill of using grammar, vocabulary and also their ideas about telling a story. Knowing students’ competence in writing narrative text as well be useful for teaching especially in teaching writing.

C. Problems of Study

The problems of this research are:

1. To what extend do the students’ competence in writing narrative text?
2. What are the student problems in writing narrative text?
D. Aim of the Study

Based on the explanation above the writer has aims as follows:

1. To find out student ability in writing Narrative texts
2. To find out student problems in writing narrative texts.

E. Clarification of Term

In the hope of avoiding misunderstanding, the writer needs to clarify of the key term as follows:

1. Narrative

   Narrative is to amuse, entertain, and deal with an actual or vicarious experience in different ways. Narrative deals with problematic events that lead to a crisis or turning points of some problems, which in turn find a resolution (Wardiman et al, 2008: 98).

2. Writing

   According to Bull (2008:1) “ability is skill or power”. According to Edinburgh (2007:2) “ability is the state of being able to do something, or you level of skill at doing something”. Otherwise, in Kamus Bahasa Indonesia (2008:909) “ability is capability, proficiency, and power”.

   So from the definitions above, the writer conclude that ability is someone’s capability in doing something well by using knowledge and skill or something that people do very well because they have learned and practiced.
F. Contribution of study

1. Theoretically
   a.) For English Department of Yogyakarta State University, the researcher expects that the result of this study can be a reference related to the topic of students’ ability in writing narrative text to improve writing ability.
   b.) For the future researcher who will conduct similar study, the results of this research study can hopefully be a beneficial reference for them in conducting their study.

2. Practically
   a.) For the teacher, especially the English teachers in SMP Muhammadiyah 1 Wanadadi the results of this research study are expected to help them in improving the students’ writing ability.
   b.) For the VIII grade students of SMP Muhammadiyah Wanadadi, this study is expected to give them a way to improve their writing ability.
   c.) For the researcher herself, this study is expected to improve her awareness of the importance of writing and to give experience in doing a research in writing aspect and in working together with other people as well.