

## **CHAPTER I**

### **INTRODUCTION**

This chapter will explain the problems associated with writing skills. These problems are studied in the past and also in the present. Furthermore, this chapter provides evidence of the significance of writing skills. In common, this chapter contains research background, research formulation, research objectives, research significance, scope and limitations of the research, as well as definition of key terms.

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

In learning English, we must recognize four important skills in English; reading, speaking, listening and writing. All of these skills are very important for English learners and they also have different functions. Learning English is not the new thing for senior high school students, but in reality they still have many difficulties in learning English. In this research, the researcher focuses on writing skills because they considered these skills are the most difficult skills and complicated to learn. Writing seems difficult for both native and non-native learners (Jahin & Idrees, 2012). Writing requires a way of thinking that is hard so that it can produce words, sentences, paragraphs that are good and can be understood. As every writer should have a balance among several aspects in writing like purpose, content, audience, organization, vocabulary, mechanics etc. Writing is an activity in delivery message like idea, concept, experience or information with written to other people (Suparno & Yunus. 2006).

Writing is also one of the materials included in the 2013 curriculum. Based on the 2013 curriculum, some texts are taught in secondary schools such as

narration, descriptive, narrative, information, reports, exposition, and argumentation. In writing narrative texts, some students have difficulty due to lack of students' imagination and limited time in writing narrative texts. From various sources available the researcher concluded that writing is a difficult skill, because students need skills on how to write words correctly, how to place and arrange words into sentences that must be meaningful in accordance with grammatical rules.

The researcher made an observation at SMAN 1 Bangsal, the researcher met with one of the tenth grade English teachers. The researcher makes these observations using teachers' handbook on writing material and find that there are some problems in student writing. They cannot exchange their ideas and develop their ideas well in writing. This fact makes teacher need to think about how writing skills can be mastered by their students. Some teachers at SMAN 1 Bangsal still use conventional teaching to teach English, they apply the writing process starting from pre-writing, writing, revising, and editing to find and produce ideas and views. Not only that the teacher but also applies writing narrative text with animation, legend, film, fairy tale, etc. Some students choose the same theme so that it makes them easy to imagine the theme to write narrative text.

Based on these interviews, students have difficulty in writing. They are also afraid of making mistakes because of the minimal vocabulary that they have, so that students' motivation in writing is still poor. Many of them did not do the homework; some of them looked sleepy, day dreaming and did not to pay attention to the learning process. To overcome this problem, the teacher must find strategy to growth student motivation in writing, especially in writing narrative texts.

Therefore, this research is focused on the structure of writing correct English text narratives for students and motivating students' ability to write narrative texts using games.

Everyone likes game because it can help and encourage enthusiasm, especially students to maintain their interests and work. According to Martin (1995) as cited in Brewster (2004) defines that the game as a fun activity that provides opportunities for students to practice foreign languages in a relaxed and pleasant atmosphere. This game also helps teacher to create contexts where language is useful and meaningful. Short story is a writing activity with a game structure with the aim of providing information to the reader so that it can be used to recognize emotions of yourself and others, and can do the problem solving. In its delivery, Short story relies on the structure of narrative texts which will then be adapted to student work. In this game, participants choose one of the main which is ideas given by the teacher try write to practice each part of the words in the story that can be put into practice. There are various types of stories in fairy tales such as fairy tales, legends and films.

The reason why the author chose short story is as a game that motivates and gives students an unforgettable impression. Learning stories makes them more during to imagine and express their opinions. Whereas what meant by giving an impression is when someone starts to dare to express an opinion or imagine a story in public or when the teacher explains an interesting story, it will always be remembered by students. So in the teaching and learning process especially in writing narrative text, short storyline are more useful than other media.

**B. Formulation of the Problems**

Based on the research background above, this research problem can be formulated as follows:

1. How does the teacher implementation of writing narrative text by using short stories at SMA Negeri 1 Bangsal?

**C. Objective of the Study**

1. To know the teacher implementation of writing narrative text by using short stories at SMA Negeri 1 Bangsal

**D. Significances of the Study**

The research would give some contribution in the teaching English for the students. The researcher will be conducting the research with the hope that this research contributes several benefits:

1. Theoretically:
  - a. As a reference for other researchers interested in knowing of students writing narrative text to enhance students' writing skills.
  - b. As a supporting theory in teaching writing text in English.
2. Practically:
  - a. For The Teacher

The results of this study will be useful for teachers, because teachers can understand the needs of students and know the lack of student skills, especially in writing, so they can provide / use materials, assignments, methods, techniques that are appropriate for teaching their students.

b. For The Students

Students can motivate their writing skills in teaching learning English through short story.

c. For The Reader or The Other Researchers

For readers or other researchers, hopefully the results of this research can provide useful information and encourage them to conduct deeper studies on enhance students' writing skills.

**E. Scope and Limitations of the Study**

The research subjects will be carried out in the book and RPP. The object of this research focuses on the teaching writing narrative text.

**F. Operational Definition of the Terms**

1. Writing

Writing skills are a skill that can help us put all our ideas and imaginations into writing which can eventually become a story that can be enjoyed by others.

2. Teaching Writing

Teaching writing is a way to show someone to learn about writing skills. This means that the teaching process helps students and teachers to know or understand the material easily.

3. Narrative Text

Narrative text is an article that contains as imaginative story to entertain the reader.

4. Storyline / Short story

Short stories are pieces of fictional stories from a novel or story that usually only discuss a few characters that can be read by readers.