

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Recognizing the importance of English as a global means of interaction, educators emphasize its acquisition as a key component of a well-rounded education. By starting English education early on, students are exposed to the language's fundamentals, fostering proficiency and confidence over time. As they progress through their academic journey, students refine their language skills, enabling them to engage with an extensive pool of international resources, build cross-cultural connections, and broaden their horizons. Overcoming linguistic barriers and embracing the complexities of English grammar and pronunciation allows students to unlock a world of opportunities. Proficiency in English opens doors to various academic, professional, and social avenues, facilitating collaborations on a global scale and enriching personal growth.

Mastering the English language necessitates proficiency in four fundamental skills: listening, writing, reading, and speaking. All of our basic language skills are listening, speaking, reading, and writing [1]. When considering the four language skills, writing is frequently perceived as one of the most arduous skills to attain, especially when compared to listening and reading [2]. Writing is commonly acknowledged as the most challenging skill due to its complexity. This is primarily attributed to the time-consuming nature of the writing process, where considerable thought and ideation are required. Oshima and Hogue provide backing for this idea in their book titled "Writing Academic English" affirming that writing is a process, not merely a product [3]. During English language studies, students are encouraged to effectively connect their ideas and thoughts, shaping them into well-structured paragraphs. In the opinion of Warschauer (2010), there are three significant reasons why English learners should prioritize mastering the skill of writing [2]. Firstly, writing proficiently is crucial for achieving academic and professional success. Secondly, it serves as a valuable means of developing academic language skills, as learners can explore

advanced lexical and syntactic expressions more easily in written form. Thirdly, writing in English enables students to master a diverse range of subjects, enhancing their overall skills and knowledge [4]. Consequently, it can be concluded that writing proficiency is highly regarded in education, employment, and society as a whole. Learning to write is more challenging than learning a language.

Writing requires complex thinking. Many aspects must be understood such as vocabulary, grammar, and language features. Writing involves the art of composition, demanding the adeptness to weave information into captivating narratives or descriptions, or skillfully metamorphose facts into fresh texts, as seen since they went to elementary school, they still have difficulty in writing foreign languages. The students encountered challenges in recalling the vocabulary and employing the appropriate tenses. Two hurdles confront students when it comes to mastering the art of writing: grammatical intricacies and vocabulary acquisition [5]. The challenge that students encounter in writing extends beyond generating and organizing ideas; it also involves the intricate task of transforming those ideas into a coherent and readable text [6]. According to Kellogg (2001), writing is a cognitive process that evaluates memory, thinking capacity, and verbal skills in effectively conveying ideas [7]. Proficient composition of a text signifies the successful mastery of a second language. To increase students' interest and writing skills in English, it is necessary to use appropriate learning methods according to the desired learning objectives. In this study, researchers seek to improve students' writing skills by guiding them in writing a paragraph, namely a narrative paragraph. This narrative paragraph contains events that are presented in chronological order. This type of text was chosen as the text to be studied because the narrative text is very close to students' lives. Narrative texts are usually featured in myths, legends, fables, short stories, epics, histories, tragedies, plays, comedies, pantomimes, paintings, films, local news, and conversations [8]. Undoubtedly, this approach will stimulate students' enthusiasm for writing and potentially enhance their writing proficiency, particularly in crafting narrative texts. Based on the researchers' observations while implementing the PPL program at SMAN 1 Gondang, the

researchers found that the skills of 10th-graduate students in writing narrative texts were still relatively low. Students still experience several obstacles such as confusion about starting to write a paragraph and how to write grammatically correct sentences.

Considering the challenges that have surfaced, it becomes imperative to offer solutions for enhancing students' narrative text-writing skills. In this regard, researchers intend to propose initial remedies utilizing the ecofeminism approach. Ecofeminism is perceived as a movement that explores the interconnectedness between the environment and feminism. The Ecofeminism approach emphasizes the connection between the environment and society, encouraging students to reflect on ecological and gender issues through their writing [9]. Theories regarding students' experiences or knowledge about the environment will be linked to narrative texts using the connectivism method. The advent of Connectivism in learning opens up fresh avenues for knowledge sharing, encompassing information, skills, and expertise, across various social networks that were previously unexplored in the pre-digital era [10]. This approach is highly appropriate for 21st-century education, characterized by its emphasis on digital proficiency, critical thinking, creative problem-solving, and collaborative abilities [10]. When implementing this approach, researchers utilize media in the form of YouTube videos that specifically revolve around the theme of ecofeminism. In addition to improving students' narrative text writing skills, the use of this theory is also given to increase students' insight and awareness to protect the environment. Drawing inspiration from the provided background, the researcher crafted a research title as "*Examining Connectivism Method with Ecofeminism Approach To Teaching Writing Narrative Text In Senior High School*".

1.2 Formulations of the Problem

From the background of the study provided, the research questions are as follows:

1. What is the effect of teaching writing narrative text through Ecofeminism approach using Connectivism method?

2. What does the student's perspective toward teaching writing narrative text through Ecofeminism approach using Connectivism method?

1.3 The Purposes of the Study

Referring to the formulation of the study above, the objectives to be achieved in this study are:

1. To find out the effect of teaching narrative text using Ecofeminism approach using Connectivism method.
2. To find out students' perspectives on learning narrative text using Ecofeminism approach through Connectivism method.

1.4 The Significances of the Study

The anticipated outcomes of this research are foreseen to yield advantages for:

1. Theoretical

This research is expected to support ecofeminist theory which is used in the learning process to improve students' ability to write narrative texts.

2. Practical

Upon comprehending the study's findings, the researcher anticipates that teachers will be able to refine their English teaching methods, particularly in the domain of writing instruction. Additionally, it is expected that this research will foster increased motivation and improved writing skills among students, particularly in the context of narrative texts.

1.5 Limitation of the Study

In terms of activity, this lesson teaches writing using ecofeminism approach. Building on the content, this study examines the generic structure of narrative texts, specifically focusing on the elements of orientation, complication, and resolution. The evaluation of writing is influenced by five primary factors. Key aspects taken into account are the content, organization, vocabulary, language usage, and mechanics. Hence, the researcher aims to concentrate solely on employing the ecofeminism approach via the connectivism method to enhance students' narrative writing skills.