

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is one of the most important languages of international communication in the globalization era. People throughout the world used international languages, namely English to communicate with each other, from one country to the other country. Since English is needed internationally as the language of international communication, the Indonesian government has decided to include English as a foreign language that must be studied in every school in Indonesia. In addition, English subject has become compulsory subjects from the level of junior high school to university.

In learning English, there are four skills that must be learned in order to be mastered, they are writing, speaking, listening and reading. Aprilia (2015: 1) stated that there are four language skills that the students have to master when they are learning English, namely listening, reading, speaking and writing. These skills are divided into two groups which are receptive skills and productive skills. Receptive skills are speaking and listening while productive skills are speaking and writing. As a productive skill, writing skill cannot be disregarded in the teaching and learning process. Writing is an activity which the researcher pours their thoughts, feelings and ideas in written form to communicate with themselves and other people.

Writing is the most difficult skill to learn and master because writing is a student's skill balanced by learning how to find ideas and express them in writing. Writing is very important for students at schools. When they can write well in English, not only they can improve their writing skill, but also they can improve other skills like speaking, reading and listening. Finocchiaro and Brumfit in Aprilia (2015:149) explain, Writing should reinforce and help extend the listening, speaking and reading abilities. It can be concluded that by mastering writing, it can help the students to master the other skills. Beside that writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information.

Taqil said that writing is a similar to producing speech. It is a way of communicating with others through paper. As a writer writes, he performs an action of producing organizing and expressing ideas in a way that is comprehensible for the reader or the audience (Meyers, 2015:75) .

Based on Kellog (2008:1) Writing skills typically develop over a course of more than two decades as a child matures and learns the craft or composition through late adolescence and into early adulthood. It is one of four skills that important in learning english.

Among those four skills, writing is the most difficult skill to learn and master, because writing is an active or productive skill so that the students who are learning writing have to learn how to find ideas and express them into writing. According to Agusta said that “There is no doubt that writing is the most difficult skill for learners to master. The difficulty lies not only in generating and

organizing ideas, but also in translating these ideas into readable texts” (Richards and Renandya, 2002:30).

On the other hand, the students at grades 7, 8 and 9 in junior high school learn writing, it is one of the competencies that must be taught to students. The syllabus of English of eight grade even semester, mandates that the students are able to express meaning and rhetorical steps in simple short essays by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of a recount and narrative (Writing Competency Standard, Basic Competence 12.2).

The reason of researcher choose analyze writing because the English teacher in MTs Negeri 1 Jepara could be claimed that the students often complain and say difficult if the teacher gave assignments to the students to write. Then, for that reason, the researcher choose analyze Narrative text because Narrative text need idea to arrange the story according to students mind. The researcher does this research because researchers want to inform the teachers to pay more attention to aspects that are carefully examined by researchers. Therefore, the component is important in writing the text in English.

Writing is a skill that is not easy because it combines ideas, expresses with words and arrange to paragraph so that the reader catches the author's intent. In MTs Negeri 1 Jepara, students learn various types of English texts such as narrative texts, recount texts, descriptive texts, procedural texts and report text. Here, the researcher focuses on the analysis of narrative texts.

Trapsilo (2016 :82) stated that narrative is representation of a series of events connected in a temporal and causal way. Films, plays, comic strips, novels, newsreels, chronicles and treatises of geological history are all narratives in this widest sense. Narrative can be constructed using a wide variety of semiotic media : written or spoken language, images, gestures and acting.

According to Irena (2015:153) narrative is a kind of text that tells about a story in the past, which shows problem and resolution of the problem. Narrative is divided into written and spoken form. Both of these form is taught to the Junior High School students. In addition, Keraf in Herlina (2012: 37) states that narrative is a form of composition which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time.

From the explanation of the experts above, it can be concluded that a narrative text is imaginary story could be imaginations or fictional. The story made by someone or a group of people who are not proven to be true, usually tells story in the past and the purpose of making narrative text is to entertain readers and listeners. There are three parts of narrative text. The first is orientation that sets the scene and introduces the participants (who, when, where). The second is complication that a crisis arises like what was the problem and how was the problem resolved. The third is resolution that the crisis is resolved, for better or for worse.

In MTs Negeri 1 Jepara is one of the best Islamic junior high school in Jepara. It has three bilingual classes. In every grade have three bilingual classes. Based on the description above, the writer focus the study on the students' difficulties

in writing narrative text. The writer is interested in conducting a research under the title “An Analysis on Students Difficulties in Writing Narrative Text of Ninth Graders of MTs Negeri 1 Jepara In Academic Year 2019/2020”.

1.2 Statement of the Problem

What are the difficulties that faced by students in writing narrative text?

1.3 Objective of the Study

Based the statement of the problem above, the objective of the study is what difficulties are faced by students in writing Narrative text.

1.4 Significance of the Research

In this study the writer expect that the research paper has benefits both theory and practice.

a. For the Researcher

The researcher can know the students' difficulties in writing narrative text.

b. For the teacher

The teacher can have solution for the difficulties of students in writing narrative text.

c. For the Students

The students are able to know the difficulties in writing narrative text based on the good aspects.

1.5 Thesis Organization

This study will be arranged into five chapters:

Chapter I is the introduction. In the introduction there are five parts namely background of the study, statement of the problem, objective of the study, significant of the research and thesis organization.

Chapter II will explain about the review of related literature, the contain of it about previous studies, review of related literature and reserach framework.

Chapter III will clarify the method of the study which cover study design, setting of the research, research design method of collecting data and method of analyzing data.

Chapter IV will encompass the result of analysis.

Chapter V will show the result of the study and give some suggestion.

