

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research paper that describes background, statements of the problem, aims of the study, scope of the research, significance of the study, research method that consists of research design, data collection, and data analysis. Moreover, clarification of terms and organization of the paper are presented at the end of this chapter.

1.1 Background

English gives a big influence to Indonesia education by adding English lessons into its curriculum starting from elementary level. According to the National curriculum (2004), each level of English education in Indonesia has its own objectives. Furthermore, as stated in English standard competence and basic competence of KTSP curriculum the first objective of English teaching for Junior high school, students are expected to develop communication competence both in speaking and writing to achieve functional literacy stage.

As the consequence, in 2004 Indonesia adopted a genre-based curriculum for teaching English in Indonesian schools (Emilia, Hermawan, and Tati, 2010). It covers four English basic skills; listening, speaking, reading, and writing were taught based on the genre. However, among the four skills, writing tends to be considered as the most difficult skill (Alwasilah, 1997 cited in Lauder, 2008). This is probably due to the condition that Hamp-Lyons and Heasley (1987, cited

in Nunan, 1998: 91) state, that “writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired....”. This statement is also supported by Alwasilah’s (2001) observation that writing is the most neglected skill in Indonesian schools. He explains: “Writing is not only less practiced, but –if anything- is also taught unprofessionally. ... Writing is the most exalted language skill, yet it has been the most neglected one in our education” (Alwasilah, 2001 cited in Emilia, 2005: 12).

This problem becomes a basic reason of why students only accept minimum supports to write a good text. Students mostly deal with theories but less practice on how to use the skill. Yet, Indonesian students face a lot of text genre to be learned such as: Recount, Narrative, Procedure, Exposition, Description, and report (National Curriculum, 2004). Moreover, the text type focused in this study is Narrative.

Narrative is a text that aims to entertain, to get and retain the attention of the reader / listener of the story (Derewianka, 2004; Joyce & Feez, 2000; Anderson & Anderson, 2003). Based on the observation during the teaching practicum, most of the students found it difficult to write a Narrative text. This condition is in line with Knapp and Watskin (2005) which consider narrative as a least understood of all the genres. Therefore, this study attempts to investigate how students’ ability in writing a narrative text. The results of this study are expected to provide valuable information on how students’ ability in writing a narrative text, so the teacher can choose appropriate teaching method and material to help students develop their narrative writing.

Dini Utami Mulyaningsih, 2013

An Analysis of Students’ Ability in Writing Narrative Texts : A Case study at One Public Junior High Schools in Bandung

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.2 Statement of the problem

1. How is students' narrative writing ability in terms of the schematic structure and the linguistic features?

1.3 Aims of the study

This study aims to examine student's progression in writing a narrative text in terms of the schematic structure and the linguistic features.

1.4 Scope of the research

This study only focused on examining student's progression in writing a narrative text in terms of schematic structure and linguistic features.

1.5 Significance of the study

Findings of this study are expected to give detail information on how students' narrative writing at one Public Junior high school in Bandung. The information is important for teacher as a guide to develop students' writing.

1.6 Research method

The research design used in this research was a case study. It was used since it observed the characteristic of an individual unit to probe deeply and to analyze the intensity of the multifarious phenomena that constitute the life cycle of the

unit with a few to establishing the unit belongs (Cohen and Manion, 1985 cited in Nunan,1992).

In collecting the data, the researcher asked all students in the class of VIIF to write a narrative text, and then it was scored using a scoring rubric proposed by Jacob *et al* (1980 cited in Weigle, 2002) to determine low, medium, and high achiever. The data collection in this research involved students' writing Narrative text.

After the data collected, nine narrative writing from three students that come from each level of achievement were chosen to be analyzed by the researcher.

1.7 Clarification of terms

In order to avoid ambiguity and misunderstanding, several terms used in this paper are clarified below:

1. Narrative text: stories about person or a group of people overcoming problems. They show how people react to experiences, explore social and cultural values and entertain the audience (Joyce and Feez, 2000: 57)
2. Transitivity system: system that allows for 'constru(ing) the world of experience into a manageable set of process types' (Halliday, 1994: 106).
3. Systemic Functional Linguistic: A social theory of language which has been developed and influenced by previous linguists such as Malinowski, Firth, Pike and Hymes specifically in terms of the concept of context of situation and context of culture (Halliday, 1976; Halliday, 1985c; Christie,

1987; Bloor and Bloor, 1995; Mathiessen and Nesbitt, 1996 cited in Emilia, 2005: 46).

1.8 Organization of the paper

This paper is organized into five chapters as follows:

Chapter I is introduction that consists of background, statements of the problem, aims of the study, scope of the research, significance of the study, research method that consists of research design, data collection, and data analysis, clarification of terms, and research paper organization.

Chapter II deals with review of related literature. It covers the theories that are relevant to the present study, such as the nature of writing, definition, purpose, structure, and linguistic features of Narrative. It also discusses SFL that covers metafunction, and the concept of genre. Moreover, the previous studies related to the issue are discussed in the end of the chapter.

Chapter III is research methodology. It deals with research method which covers the type of research, research site and participant, research design, data collection techniques, and data analysis.

Chapter IV discusses the research findings and discussion. The research findings elaborate students' ability in writing narrative texts in terms of schematic structure and linguistic features.

Chapter V presents the conclusions of the study and the suggestions for further research in this area.

