

CHAPTER I

INTRODUCTION

The chapter presents general points of the study including background of the study, research questions, aims of the study, scope of the study, significance of the study, method, and organization of the paper.

1.1. Background

Writing is very important in learning language. Writing also plays a very significant role in the success of learning Thomson (1978) in Emilia (1996:5). Therefore, it is not surprising in Indonesia that writing has been paid more attention to by the government. This can be seen from the last two curricula of English for secondary school (Kurikulum berbasis kompetensi (KBK/Curriculum Based Competence) and kurikulum tingkat satuan pendidikan (KTSP/ Curriculum of Educational Unit)). These two curricula put a strong emphasis in writing. The students are told to write different text types including, recount, descriptive, procedure, exposition, discussion, report, Narrative, news item, etc.

The current curriculum for senior high school released by BSNP (Badan Standar Nasional Pendidikan) states that one of the main purposes of English in this stage of education is comprehending and creating various short functional text types and monolog and also essays of procedures, descriptive, recount, Narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. From the BSNP, it can be seen that the curriculum gives emphasis in writing various text types, unexceptionally Narrative.

However, research on the students' ability and difficulties in writing has not been well documented by expert in Indonesia. Thus, this research tried to investigate the students' ability and difficulties in writing those texts, particularly Narrative.

Narrative is one of the two modes of our thinking (Bruner 1986, cited in Abdulmanan 2008:2). While communicating with others, we may describe an incident as a way of explaining his/her thought or a part of his/her argument. As much, (cited in Abdulmanan 2008:2) Narrative is usually an essential text type required to practice in writing class for learners of English as a foreign language. However, when it comes to the first graders' composition in Cimahi, some students who are lacking in practice and having limited vocabularies to tell their imagination often do not have much to say.

In this research, the writer focuses on analysis of a Narrative text written by first graders of one SMAN in Cimahi. Based on the writer's observation the students still found it difficult to make a Narrative text, moreover there was limited research that revealed about the reason why they have difficulties in writing a Narrative text.

Regarding the above phenomenon, it is thus necessary to conduct research which focuses on the students' ability and difficulties in writing a Narrative text. This research is also expected to investigate ability and what difficulties that the students encountered. Knowing what difficulties that the students usually found, teachers are expected to know what to do to their students.

In the end, this study will show the ability of the first graders of senior high school who write a Narrative text.

1.2. Research Questions

In line with the purposes of the study above, this study will attempt to address the following questions

1. How is the ability of students in writing a Narrative text?
2. What difficulties did the students find in writing a Narrative text?

1.3. Aims of The Study

The aims of this study are:

1. To identify students' ability in writing a Narrative text
2. To identify students' difficulties in writing a Narrative text

1.4. Scope of the study

As any other qualitative study, relevant to the problems have been formulated above, this paper has some limitations and can not be generalized into other situations. This paper only emphasized to investigate the ability and difficulties of first graders of one SMAN in Cimahi.

1.5. Significance of the Study

The writer expects this research can enrich the literature on research dealing with ability and difficulties of students in writing a Narrative text. The result of this can also give valuable information to teachers of teaching writing and to the students on the need of realizing the weaknesses in order to improve their ability in writing a Narrative text.

Moreover, for the teacher professionalism, it requires teachers to find teaching approach to develop students' ability in writing a Narrative text.

1.6.Method

1.6.1. Research Method

The study employed a qualitative case study design. A case study design has been considered appropriate as this study, in line with one main characteristic of a case study, is concerned with a case on the students ability and difficulties in writing a Narrative text. Case study is a kind of method that involves the collection of data for the purpose of describing existing condition, as suggested by Nunan (1997). Moreover, as this study is concerned with writing so case study is appropriate in this study. In other words, Nunan (1997) also states that the study of the speech, writing or language use of one person belongs to a range of definition and description of case study.

Things to be studied here are students' ability and difficulties in writing a Narrative text. Thus, this study was used case study as the best way to cover this research. The use of qualitative method here will be explained further in Chapter III.

1.6.2. Setting

The study took place in one Senior High School in Cimahi. The choice of school is expected to enhance the feasibility of this study.

1.6.3. Participants

The participants of this study were one class of first grader in SMAN 3 Cimahi. However, in the interest of space only nine students involved in this study whose texts that have been analyzed. The nine students here represented from different English achievement; those are low, mid, and high.

1.6.4. Data Collection

The study employed two data collection techniques, namely: collection of students' texts and interview.

1. Collection of students' texts

The collection of the texts involved one class, but later, as stated earlier, only nine texts be analyzed. The weakness of using qualitative in the range of analyzing text is the limitation of text Fairclough (2003:15). The limitation of textual analysis depends of personal ability of the writer. It is thus this study will analyze nine students' texts.

2. Interview

Personal interviews were held after collecting the students' texts. Then, interview with the teacher was held after teaching Narrative.

1.6.5. Data Analysis

Data analysis in this study conducted over the course of the study and in the conclusion of this study. The data analyses and interpretations were based on data from questionnaires, and some students' text collected over the class. The whole students' texts were marked and took nine of them as representatives of students' low, mid and high achievers. Connected with genre based approach, the texts were

analyzed in terms of the logic structure and how well each element in the text performs its function using systemic functional grammar (SFG) in terms of processes.

Likewise, the data from the interview audio-taped, transcribed and summarized to answer the research questions.

1.7. Organization of the Paper

Chapter One

This chapter presents general points of the study including background of the study, research questions, aims of the study, scope of the study, significance of the study, method, clarification of term, and organization of the paper.

Chapter Two

This chapter elaborates theoretical overview that supports this study.

Chapter Three

This chapter provides details on method that will be applied on this study.

Chapter Four

This chapter presents, analyzes and discusses the finding.

Chapter Five

This chapter explores the summary of the study and also some suggestions for further better study.

This chapter has debriefed background of this study, research questions, aims of the study, scope of the study, significance of the study, theoretical research (consists of research method, setting, participants, data collection, and data analysis), and organization of the paper.

