

CHAPTER I INTRODUCTION

A. The Background of the Study

In learning English, there are four major skills that should be mastered by students. They are; listening, reading, speaking, and writing. But in this study, the writer focuses on writing skill only because among the four skills of learning English, writing is considered as the most difficult skill to learn, as Nunan (1999 : 271) states writing is something that most native speakers never master. In learning writing, students have to learn how to put their own ideas, develop their ideas, arrange their ideas into good sentences, make their writing cohesion and coherence, etc. It can be said that a writing product should fulfill some criteria, in terms of content, organization, vocabulary, grammar, and mechanics in order to be a good one.

The importance role of writing in English language teaching and learning, especially for Junior High School can be seen in the curriculum. Nowadays, the education system in Indonesia implements two curricula. They are School Based Curriculum 2006 and Curriculum 2013. According to School Based Curriculum 2006 for Junior High School, it is stated that English teaching and learning involve four language skills, namely: listening, speaking, reading, and writing which are taught in an integrated manner to achieve functional literacy level (Depdiknas, 2006). The level of literacy that should be mastered by the students is different from each level of

education. For the level of Junior High School, the students are expected to use the language in their daily life and the literacy level in the functional level. The students should be able to comprehend and produce not only short functional texts, such as announcement, invitation, and advertisement; but also long functional text such as descriptive, recount and narrative text.

In addition, based on 2013 Curriculum, it is stated that the objective of teaching English for Junior High School is that the students should be able to identify social function, generic structure, and linguistic feature of the text. They are expected to communicate interpersonally, transactionally and functionally about themselves and their environment in their daily life. They should be able to produce short spoken and written text, too (Kemdikbud, 2016). It means that writing still has an important role in English teaching and learning in this curriculum.

Based on the curricula (School Based Curriculum 2006 and Curriculum 2013), the objectives of teaching English in Junior High School are:

- 1) to develop communicative skills in written and oral English to achieve the functional level,
- 2) to increase the consciousness about the means and importance of English as one of foreign language used in the world,
- 3) to develop the student understanding about the relation between the language and the culture.

There are three types of texts that should be learnt by the Eighth Grade Students of Junior High School. They are descriptive text, recount text and narrative text. From the three of texts, the writer just focuses on Narrative text. There is a belief that it is a genre that students 'pick up' and write 'naturally' (Knapp and Watkins, 2005:220).

The students should learn about writing Narrative text can be seen from one basic of basic competences of English subject stated in syllabus:

12.2. Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative

In addition, the type of Narrative text that the students should learn namely fable. Fable becomes a choice because the Eighth Grade Students of Junior High School are categorized as the beginners in writing so it is better if the story that they write or listen is about fable which has a moral lesson to build their good character.

It is also supported by basic competences of English subject stated in syllabus in curriculum 2013 :

4.18 . Menyusun teks naratif berbentuk fable, pendek dan sederhana.

In English teaching and learning process, in addition to media, technique and method, materials are also important one for students. Materials are one of the most important influences on what is going on in the classroom. Materials can also improve students' writing ability. The suitable materials are very important to the

students. The use of suitable materials will help students to learn writing in a good way. Therefore, in the teaching-learning process, teachers have to choose the appropriate materials for students to encourage the students in improving the students' ability in writing. However, it is often found that materials are not suitable to the students' need or level and not interesting for students.

Based on the writer's observation in SMP HKBP Pardamean Medan, it was found that the writing materials in the existing textbook were not suitable to students' need and level and also not interesting for them. It can be said that the materials are too difficult for students because the writing materials in textbook just provide a picture without any keywords then give an order statement to students to write a narrative story which is suitable to the picture without giving the sequence pictures (Picture Series). Of course, it made the students frustrated, moreover if they are not familiar with the story.

Furthermore, based on English Basic Competences, the Eighth Grade Students of Junior High School should just focus on story about fable (4.18. *Menyusun teks naratif berbentuk fable, pendek dan sederhana*) but the existing materials provided some practices to students about folklore that should be learnt by students grade IX of Junior High School (4.12. *Menyusun teks naratif berbentuk cerita rakyat, pendek dan sederhana*).

Here are the materials that exist in the textbook which is used by the students.

Practice 6

Work in pairs and study the following picture. Write a narrative story that is suitable for the picture.



Source: mysparkling.files.wordpress.com

Practice 7

Write a narrative story of your own. Use the following clues to help you.

1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict.
4. Give the solution how the story is ended.

Practice 8

Retell the story you have arranged with your own words. Share it with your friends.

Character Building
UNIVERSITY

Based on the materials above, here are some works of the students that showed the students felt difficult in writing a text without picture series.

Date: Imelda Sinaga

There was a small family
a woman and her son
The woman's name was Dayang Sumbi
and the son's name was Sangkuriang

Date: _____

Nama: Doko vrioio
Ks : VIII
Mpl : B-Inggris

Once upon a time there was a son his name sangkuriang, mother
Dayang Sumbi, My father Tumang. He lived with his mother, his father.
He went to the jungle looked for food. ~~He wanted~~ he wanted to get married
with his mother. The woman made a requirement so that sangku
riang made a huge ark in one night. He wanted to shoot a deer
but he missed it finally he shot his own dog.

Of the 29 students in a classroom, the researcher concluded that:

only 75% of them could make orientation, 45% for complication, 0% for resolution.

In addition to the data above, it also was found that the students also felt difficult to write the story in chronological order without picture series. Therefore, it is concluded that the students feel difficult in writing narrative text without picture series moreover if they are not familiar with the story. That is the reason why the writer wants to develop the writing materials from the existing one.

The writer will develop the writing materials by giving picture series. The writer will search and find out interesting picture series from some sources such as from internet and other English textbooks. Picture Series will help students to think and explore about the topic and its details based on the pictures which are provided. The picture series in the textbook can not only facilitate & help students to get an idea in creating a narrative text but also it can create a fun atmosphere in teaching and learning process. It can make students feel interested and happy in learning English especially in writing narrative text. Finally the students can write narrative text effectively.

B. The Problem of the Study

Based on the background of the study elaborated above, the problem of study is formulated as follows:

What are the suitable English writing materials in Narrative text based on the students' needs and level in SMP HKBP Pardamean Medan?

C. The Objectives of the Study

Based on the formulation of the problem above, the objective of the study is to develop the suitable English writing materials in Narrative text based on the students' needs and level in SMP HKBP Pardamean Medan.

D. The Scope of the Study

The scope of the study is developing the suitable English writing materials in Narrative Text based on the students' need and level in SMP HKBP Pardamean Medan. It consists of four practices which are accompanied by a grammar practice and the explanation about Narrative text. This research is conducted for the Eighth Grade Students of SMP HKBP Pardamean Medan.

E. The Significances of the Study

The findings of this study are expected to provide information theoretically as well as practically. Theoretically, this study is expected to give further information and theories about developing English writing materials for the Eighth Grade Students of Junior High School. Meanwhile, practically this study is expected to:

- a. teachers who will give reference of suitable English writing materials for students and make them easier to impart the material to the students,
- b. students who will give them suitable materials which will motivate and extend their willingness to be interested and happy in learning English especially in writing narrative text,
- c. school parties who will give them references of suitable materials which are necessarily provided for the students,
- d. other researchers who want to develop all information and knowledge and it is also for those who have interest in doing research related to this study.