CHAPTER I
INTRODUCTION

A. The Background of the Study

Language is one of the most important things in a communication and it is used as a tool of among the nations in all over the world. There are several languages that are frequently used by people in the world, English is one of them. English is the most famous at important language in the world. It is used in formal and informal situation. It is used in business, technology, information, education, mass media, tourism, entertainment, and international relationship. In short, English is used in all aspects of life.

Writing is one of the skills in English language learning besides reading, speaking, and listening that is taught formally in Indonesia education curriculum from elementary school up to the university level. Many students think that writing is most difficult skill. It is because they have some problems when they are writing. The first problem is the students have not ideas on their mind what they want to write. The second problem that the students have in writing is less knowledge. The students often feel confused what they want to write because there is no information about the topic. They need many reference materials to help them. The third problem is the students need experience for the topic to get the accurate material.

According to Byrne (1979:1) writing is the encoding of a message of some kind that is we translate our thoughts into language. It means that students need a clear idea and creativity when writing. They have to be master in the topic that

they want to write and creativity to make the reader understand and interest with their writing.

There are some genres in writing. They are narrative, recount, description, report, discussion, explanation, exposition, procedure, anecdote, and advertisement. Narrative text is any written English text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experience in different ways. (Siahaan & Shinoda; 2008: 73). In presenting stories, narrative text also gives advice to the readers.

Based on the observation and interviewing that was done by the writer in the grade XI SMA Negeri 6 Medan, many students have problems in writing narrative. The first problem, the students find difficulties when they have to generate and develop ideas to tell the sequences of events. It makes them often just put one or two events in their writing. Second, they cannot arrange the events in a correct.

To help the students solve their problems in writing narrative, the teacher have to find the effective and interesting strategy. There are so many strategies that are popular to make teaching in writing narrative more effective and interesting. These strategies are expected to be useful to improve the students' achievement in writing narrative. In the case, the writer chooses Setting, Problem, Order of Action, Resolution, End (SPORE) strategy. SPORE Strategy will be one of the effective strategies that are recommended to be applied in writing narrative text.

The writer is interested to do researcher upon this strategy and try to analyze this case in order to know whether SPORE strategy is effective in help thing student to write a narrative text. In addition, by this analysis, the writer expects that the students – who assume that writing is difficult to be done – would get interested and find that writing can be enjoyable activity, especially writing narrative text.

B. The Problem of the Study

The problem is formulated in the form of a question as follows: "Is the students' achievement in writing narrative text significantly improved by SPORE (Setting, Problem, Order of Action, Resolution, End) Strategy?"

C. The Objective of the Study

Based on the problem formulation above, the objective of the study is to find out whether the use of Setting, Problem, Order of Action, Resolution, End (SPORE) strategy significantly improves the students' achievement in writing narrative text.

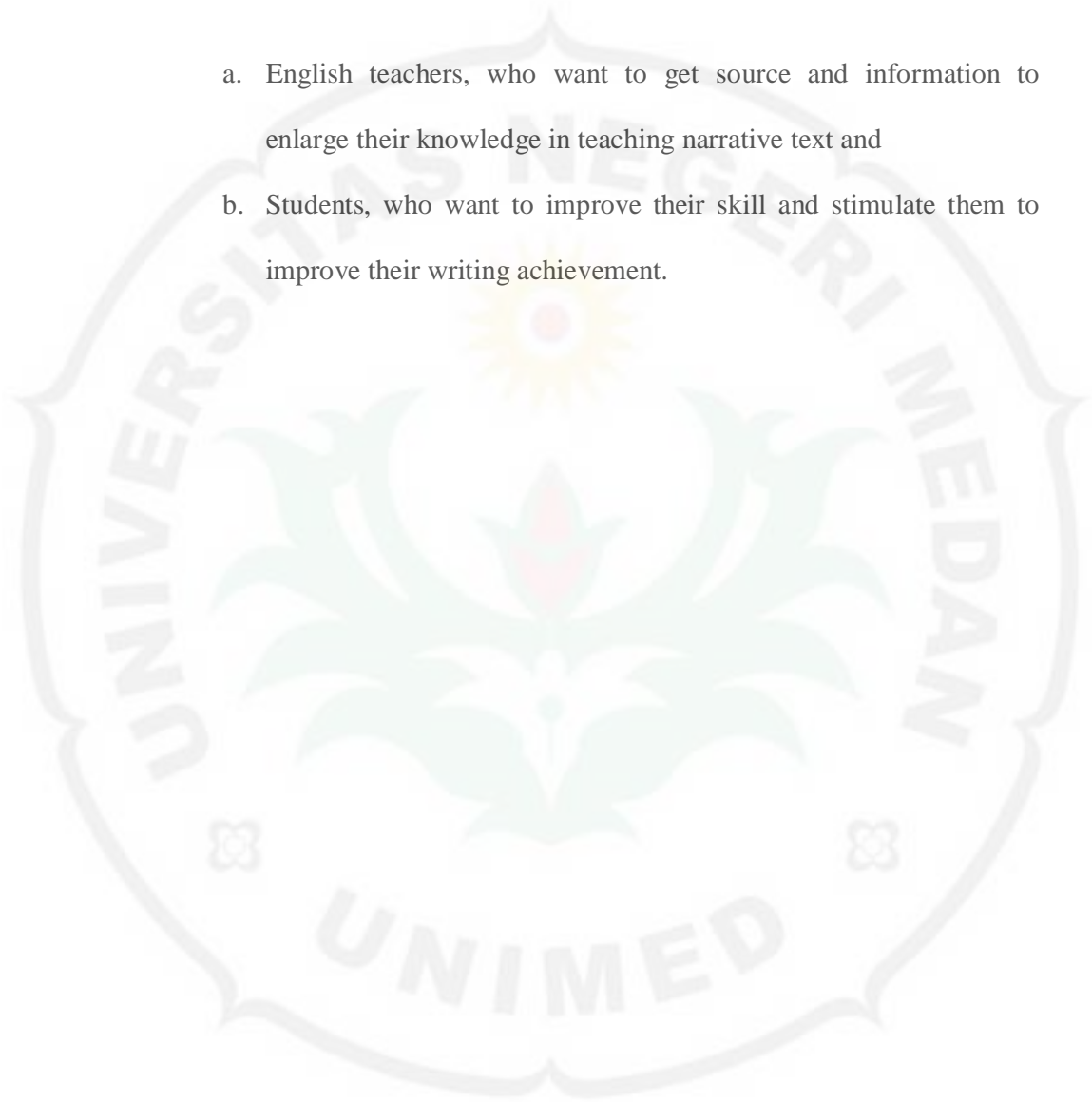**D. The Scope of the Study**

The scope of this study is writing narrative text on the use of Setting, Problem, Order of Action, Resolution, End (SPORE) strategy in teaching process.

E. The Significances of the Study

Findings of the study are expected to be useful and relevant theoretically and practically.

1. Theoretically for other researcher, who interested for getting prior information to do further related study and can prove this strategy more with different participant.

2. Practically, the findings are useful for

a. English teachers, who want to get source and information to enlarge their knowledge in teaching narrative text and

b. Students, who want to improve their skill and stimulate them to improve their writing achievement.