

CHAPTER I INTRODUCTION

A. Background of the study

English gives a big influence to Indonesia education by adding English lesson into its curriculum starting from elementary level until University. According to National Curriculum (2004), each level of English education in Indonesia has its own objectives. Furthermore, as states 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.

English as the most common international language functions needs some basic skills that consist of speaking, listening, reading, and writing. From the four basic skills mentioned above, writing is much more difficult. Moreover, Hyland (2003: 3-14) states writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written.

As Heydari and Bagheri (2012) state that writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a foreign language. Consequently, lost of researchers have intended to identify the common errors EFL students make in writing the second language. Of course, a better understanding of the errors and the origin of such errors in the process of

EFL writing will help teachers know students' difficulties in learning that language. Moreover, it will aid in the adoption of appropriate teaching strategies to help EFL students learn better. From this statement, the writer concludes that the research about analyzing students' text is very important to do because by knowing the students' difficulties, the teacher can solve the students' problems.

Based on Educational Unit Level for the Junior High School students, it states that one of the main objectives of learning English is to be able to write various short functional text type, monologue and essay in some text genres. One of the important genres needed to be mastered in the eighth grade syllabus is narrative text. Narrative text is a text about story that can be in the form of: folklore, animal story (fable), legend or short story, novels, etc. There are some kinds of conflict, social problems amusement in narrative text (Silviana: 2008).

Furthermore, one way that can be used to find out students' difficulties in writing narrative text, the writer conducted the observation at second grade students of Junior High School in Secanggang. And the result of the observation shows that the students face difficulties in using past tense. Past tense as one of the most important parts of language features in narrative text has a big influence in producing a good text. It is the same as what Pardiyono (2007: 114) states that past tense is one of the most frequently used tense to tell about past activities of events.

Based on observation, most of the students found difficulties to write a Narrative text not only in using past tense in making sentences but also less in vocabulary. This condition is in line with Knapp and Watskin (2005: 220) which

consider narrative as a least understood of all the genres. In this research, the writer attempts to investigate how students' difficulty in writing a narrative text. The results of this study are expected to provide valuable information on what students' difficulty in writing a narrative text, so the teacher can choose appropriate teaching strategy to help students to develop their narrative writing

Furthermore, if in conducting a research the writer finds the same problem with the observation. So, to solve the students' difficulties in writing narrative texts, the writer proposes a solution based on the teaching and learning narrative texts by using Comic Strips. From the series of pictures, the students are expected to gain the ideas easily from the chronological order of the story. The students are also able to practice grammatical rules through this media by changing direct speech in the speech balloon into indirect speech (Megawati and Anugerahwati, 2012). On the other hand, Raimes (1983:38) states, A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. It is also provides material that offers guidance on vocabulary, sentence structure, and organization.

Beside that the writer proposes the teacher to apply Comic Strips through the use of comics in the classroom presented by McCoy cited in (http://tht-japan.org/proceedings/2010/002_014_mccoy.pdf). In this application of comic strips, it can help the students to learn comprehensively, build critical thinking and increase literacy among other skills. Therefore, the application of comic strips is expected to be able to solve the students' difficulties in writing narrative texts.

B. The Research Problem

The study in this research is always based on a problem since the problem is the main case which will be discussed by the writer. A problem is a question raised for inquiry, consideration or solution. In conducting a research, the problems must be stated clearly so that the objectives of the study and method can be meaningful. The problem of this study is stated as follow questions:

1. What difficulties are faced by eighth grader students in writing narrative texts?
2. What is dominant difficulty made by eighth grader students in writing narrative text?
3. From the obtained data, what can be proposed by the writer to help students' in improving their writing skill?

C. The Objective of the study

To summarize the research background, this study is concerned to accomplish the following purposes:

1. To investigate the difficulties are faced by eighth grader students in writing narrative texts.
2. To discover a dominant difficulty made by eighth grader students in writing narrative texts.
3. To help students of English as a Foreign Language (EFL) in improving their English writing skill.

D. The Scope of the Study

This study only focused on analyzing students' error in writing narrative text. The aspects that are concerned cover students' difficulties in writing narrative texts that focus on using past tense, conjunction, and adjective. In other words, the writer focuses on analyzing students' errors in making sentences.

E. The Significance of the Study

The result of this study is expected to be useful for:

- 1) Theoretically, the teachers of English know what the students' difficulties in writing narrative text, so the teacher can choose appropriate teaching strategy in teaching narrative texts.
- 2) Practically, the students' of English able to write narrative texts in a good language features, to avoid sentences errors, and they are interested in learning English.