

CHAPTER 1

INTRODUCTION

A. The Background of The Study

Nowadays, English is one of the subject matters learned by students. It is taught in any educational levels and started from the lowest level up to academic level. It covers four language skills that must be mastered for those who want to be successful in English: listening, speaking, reading and writing.

Writing plays in the last sequence after the other language skills, but it should not be underestimated. As one of the language skills, writing has always occupied a place in most English language course. In many language courses, the emphasis is in a whole on the written language. People need a communications besides using spoken language in the form of conversation but also using as a written language. It shows that the writing skill has an important role in the daily life as a communication tool. Besides one of the reasons is that more need to learn to write English for occupational or academic purposes that can support their carrier in the future. For the reasons, students should master writing skill.

Based on the writer's observation at SMA Swasta Perguruan Gajah Mada, Medan through interviewed the teacher and some students of the eleventh grade still get difficult to write. The writer found some reasons during writing a paragraph or text, such as the lack of students' interested in writing, the lack of students' knowledge about kinds of the genre (text) and their generic structures to construct their writing skill well and also almost of them still got insufficient in writing skill. The lack of students' writing skill could be caused by following reasons.

The first reason was the length of process which induced anxiety and frustration and also caused less motivation to write English.

The second reason was most of the students regard that writing was difficult task. They were not ready to write their ideas when they were writing

a story. They needed a long time to express their ideas in the written text. They also produced the complicated series of mental process when they were represented in written text. The last reason was the students made fundamental errors in English usage when they were writing, such as grammatical mistakes, wrong word choices, missed spelling and leaking of vocabulary or ideas.

Based on the explanation above, it seemed clear that there were many problems in English teaching writing learning process. It is English teachers' task to solve the problems. There were many ways to solve the problems. The teacher could apply some strategies to improve students' achievement in writing English. One of them was applying timeline as one of the most prevalent strategies in teaching writing based on one kind of genres, such as narrative. Narrative is one of interesting genres and easy to study because narrative tells students about an amusing story that involve students in it. It can attract students to be more creative in writing narrative either fiction or non-fiction.

In this paper, the writer would use timeline as the strategy to improve students' achievement in writing narrative because there were a lot of advantages by using this strategy.

Timeline is a graphic representation of the chronology of an event or process in time. It is a typical graphic design showing a long bar labelled with dates alongside itself and (usually) events labelled on points where they would have happened. Timelines are often used in education to help students and researchers with understanding events and trends for a particular subject. They are mostly used to show periods of time among the events. It also expands students' mind to plan some good ideas based on the sorts of chronological order or time to start writing at the beginning to the end to improve students' achievement in writing narrative.

Finally, using through this strategy, students could get the goal of achievement in developing their ideas better in writing narrative as the competence in communication using English.

B. The Problem of the study

Based on the background of study, the problem of the study was formulated as follow:

“Does timeline strategy significantly improve the students’ achievement in writing narrative text?”

C. The objective of the study

The objective of the study was investigated whether or not applying of timeline strategy could improve students’ achievement in writing narrative text.

D. The Scope of the Study

There were many strategies that could be applied to improve students’ writing achievement. One of them is implementing the writing process that include graphic organizer, such as; brainstorming, timeline, flow chart, 5 W's: who, when, where, what, and why of a story map, story boards, summarize the beginning, middle and end of a story as the students’ ideas organizing for specific writing genres during the prewriting stage. To give the best result of the research, the scope of the study was limited on investigating the student’s on writing narrative text will focus on the use of timeline strategy in teaching writing narrative text. The writer focused on timeline strategy because there were many benefits that students got by using timeline strategy and also helped students to develop their critical writing skill, encouraged the students to be an active writing and activate the students’ prior knowledge.

E. The Significance of the Study

The findings of the study were expected to be useful and relevant both theoretically and practically.

Theoretically the findings were expected to:

1. The horizons on theories of language learning.
2. Applied the theories on the foreign language learning, and
3. Be the reference for those who want to conduct a further research in English teaching learning process.

Practically the findings were relevant and useful for:

1. The English teacher could improve their ability to conduct a better and interesting technique in teaching writing.
2. The students were helped in improving their ability in writing narrative text through timeline strategy based on chronological happened.
3. For writer, valuable input in the conduction of a more in depth research in improving students' achievement in writing narrative text through timeline.