

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four language skills which must be learned by the students. Harmer (2004) stated that to create good writing, students should consider several components of writing, such as content, grammatical structure, vocabulary, and writing mechanics, such as punctuation and capitalization.

Writing can also enable students to develop their knowledge and their ability in English, such as grammar and vocabulary. According to Raimes (1983: 4), there are several functions of writing, namely to communicate with a reader, to express ideas without the pressure of face-to-face communication, to explore a subject, to make note of experiences and to become familiar with the conventions of written English discourse (a text). As a result, writing is very useful in our daily lives because it allows us to communicate and express our ideas to a reader. We can express feelings, or ideas through writing.

Writing is one of the skills that students should learn. It means that if students do not master the English skills outlined in the curriculum, the learning will not be effective and successful. According to Pratama (2012), writing has become an important skill for students. This skill is often taught

using a genre-based approach. With this approach, students are introduced to some genres of text and taught about the social function, generic structures, and language features of each genre through a model of reading texts. There are many kinds of genres, and one of them is narrative text.

According to Syafii, Ansyari, and Kasdi (2012), a narrative text tells a true or fictional story and explains one or more experiences. A writer must be able to create an interesting story in order to entertain the reader. Anderson and Anderson (2003) also explained that, a narrative is a text that tells a story while entertaining the audience. The text has a character, a setting, and an action scenario. Typically, the characters, setting, and narrative problems are introduced at the beginning, the problem reaches a climax in the middle, and the conclusion solves the problem. Based on Derewianka (2004:41), the following is the schematic structure of narrative text: 1) Orientation: where the author attempts to design in or create the possible world of this particular story. The readers are introduced to the main characters and possibly some minor characters. 2) Complication: the beginning of the problems that lead to the cross (climax) of the main participants. 3) Resolution: the point at which the story's problems are resolved, including coda/reorientation.

Based on the definition and schematic structure of narrative text, it can be said that narrative text is a text that contains true stories or fictional stories that aim to entertain readers. Narrative text has three structures, namely orientation which means an overview which contains the introduction of the characters from the story. Second, there is the complication, which is the beginning of the

problem, and finally the resolution, which is the end of the story or solving the problem, then as an addition there is a coda or story's lesson.

The previous study in this research was conducted by Noviani, et al., (2015) from Pasir Pangaraian University. Their research is entitled “*An Analysis of Students’ Writing Skill in Narrative Text at The Second Grade Students’ at SMAN 3 Rambah Hilir*”. This research found the students did not able to write narrative text. Students also find difficulties to know the text organization in narrative text. The result in this research is the students had understand in writing content of narrative text included orientation, complication, and resolution. On other hand, they had difficulties in grammar.

The problems found in previous research were also found during the observation at SMP Negeri 37 Medan, namely the researcher found that many of the ninth grade students still had problems in writing a narrative text. So, their writing ability was still far from syllabus expectation. In the syllabus, students should be able to comprehend the social function, generic structure and language features of the narrative text. But in fact, the researcher discovered that 14 students that the achievement was under the passing grade as stated in the student minimum learning achievement, which is the KKM should be 70, especially in using linguistic features and identifying the generic structure of narrative text, namely orientation, complication and resolution.

Based on the description above, the researcher’s preliminary observation in SMP Negeri 37 Medan found a phenomenon, which is some students had difficulty in writing narrative text. Therefore, the researcher was interested in

conducting research entitled **“An Analysis of Students’ Ability in Writing a Narrative Text in a Junior High School”**.

1.2 Problems of the Study

Based on background of the study, this research aims to answer the following questions:

1. How is the students’ ability in writing a narrative text of year nine students in Junior High School?
2. What are the factors of students’ difficulties in writing a narrative text of year nine students in Junior High School?

1.3 Objectives of the Study

Based on the problems which were written above, the objectives of the research were as followed:

1. To analyze the students’ ability in writing a narrative text of year nine students in Junior High School
2. To investigate the factors of students’ difficulties in writing a narrative text of year nine students in Junior High School.

1.4 Scope of the Study

This study focused on the analysis of students' ability in writing a narrative text and the factors of students' difficulties in writing a narrative text of year nine students in Junior High School. Participants in this study were

one class of year nine students at *SMP Negeri 37 Medan*. In the book used by students, "*Bahasa Inggris 3 untuk SMP/MTs Kelas IX*", narrative text included in basic competence 3.7 and 4.7.

1.5 Significance of the Study

The researcher expected the results of this research to provide contributions to language teaching and learning, both theoretically and practically.

1.5.1 Theoretical Significances

The researcher hoped that the results of this research would be a source of reading that would add to the reader's knowledge about students' ability in writing a narrative text and could also be a reference for future researchers who would conduct research on the same topic.

1.5.2 Practical Significances

1.5.2.1 For the Students

First, the researcher hoped that the results of this research would help students understand their ability to write a narrative text, and to know what factors affect their difficulties in writing a narrative text. Finally, the researcher hoped that the students would be able to improve their ability in writing a narrative text.

1.5.2.2 For the Teachers

The researcher hoped that this research could be a source for teachers to find out students' abilities and also the factors of students' difficulties in

writing narrative text. Through this research, teachers received information to help develop and improve students' ability to write narrative text.

1.5.2.3 For the Researcher

Through this research, the researcher gained new knowledge that was useful for improving her knowledge about the writing abilities of junior high school students, especially in writing narrative text.

