

CHAPTER I

INTRODUCTION

This chapter discusses some aspect dealing the topic of the research. They are the background of the research, the problem of the research, the objective of the research, the benefit of the research, the scope of the research, and the operational definition of the terms.

1.1 The Background of the Research

In this era of globalization, language has a very important role as a tool for communication, interaction and for exchanging ideas. The role of communication has become increasingly vital in the era science and technology by oral or written. This further opens the opportunity to communicate internationally. This phenomenon encourages non-English native people to learn English. In Indonesia English is still a foreign language, so many things that they have not been able to understand, even though English has been taught since elementary school. There are 4 aspects of basic skills, namely listening and reading skills that include receptive skills, then there are speaking and writing skills that include productive skills. When they learn, they only focus on 4 language skills. The four language skills are interrelated to one another so to learn one language skill several other language skills will also be involved one another. One of productive skills which is very important to be mastered by English learners is writing skill because

through writing students can demonstrate knowledge in test, course papers, assignments, and formal or informal projects.

Writing is an activity which is done by people to communicate or convey the message to another person but it is indirect ways to express ideas through a piece of paper. Richard and Renandya (2002, p. 303) state that writing is the most difficult skill for second language and foreign language learners. The reason is writing is not only generating and organizing words in our mind, but also translating those words and ideas into readable text. Sometimes it can be found when the students have lack of vocabulary, difficult to understand grammatical rules and how the spelling in every word. That is why it is very common many students have difficulty in learning writing skill. Therefore, some efforts need to be done in order to maintain the students' writing skill. Indonesia has English Standard Competence to guide teachers to teach writing. According to Curriculum 2013 revision, the aim of teaching writing at junior high level is to express the meaning of interpersonal, ideational, textual become written form which has communicative purpose, structured text, the characteristic of the language itself and the moral value that students should apply in daily life.

Writing in junior high level takes part in genres of narrative, descriptive, procedure, recount, and report. Narrative is given to junior high level in order to make the students able to express a short monologue which concern to one's personal experience or fantasy story. According to Finoza (2001), narration as a kind of writing which create story and combine human behaviour in the events in chronological order which happened in the past. Narrative text is one of

interesting story and it's easy to understand, so many students are happy when they learn about it. Narrative text is also taught at school, and sometimes teacher gives questions after students finished reading it. Because narrative text is interesting to read, students would easily to understand about the main idea of the story. There are many methods which can be used to teach in narrative text. Teachers sometimes use variety method in teaching narrative text. The variety methods that the teachers use is aim to stimulate students' understanding narrative text.

Nowadays, teaching English in the old way is very difficult to accept for students because it is so monotonous, they need something newest that is why new breakthroughs or new methods are brought in teaching and learning activities. Every student has a different way to understand the language itself. Some use textbooks and some use the latest method, namely the audio visual. Learning languages using technology in the current 4.0 era becomes very important while easily accessible and more varied, which means by using media to teach writing, students can improve the ability to understand in any knowledge. One well-known way to minimize the students' difficulties in writing activity can be achieved by bringing video into the class.

There are some previous studies which are relevant to teaching English using audiovisual media. Hanik (2009) studied The Use of an Animated Film Entitled "Garfield the Movie" to Improve the Students' Ability in Writing Narrative Texts. This final project is an experimental study to answer the question of how an animated film entitled "Garfield the Movie" is used in teaching.

Another study was done by Nurani (2012) studied The Effectiveness of Using Video to Improve Students' Writing Skill of News Item Text. The result showed that there was a significant difference on students' writing achievement between students who were taught news item text using video and those who are taught news item text using pictures. The difference between the previous studies is that here the researcher explains the difficulty faced by the teacher in teaching writing and students' ability in writing narrative text.

Harmer (2001) states that students would see language-in-use when video is given in a task. Video can be a facilitator for the students to see the language in operation. They have a chance to see language in use as well as they hear it. The use of effective media will support an effective teaching and learning process of writing. Rijlaarsdam and Van Den Bergh (2005, p. 6) state that an effective writing requires that students play different roles. This video which presents moving pictures combination and audio. Also, using videos to teach narrative is easier and more fun. We are surrounded by stories. Commercials, TV shows, movies, video games, print ads, and billboard. They are all tell us or attempt to a story and it is easy to get. Further, Harmer (2001) points out that video can enhance simulation and build students' creativity and ideas. It provides feedback and moral values when students watch and evaluate what they have in mind to be applied in their real life.

Based on the research problem , the researcher will conduct an interview with an English teacher in SMP Muhammadiyah 01 Jember, by doing interview with the English teacher, about difficulties that faced by teacher in writing and

students writing ability the researcher will describe the result. Considering the positive contribution of describing the teacher's difficulty in teaching writing and students' ability in writing, therefore, the researcher is highly motivated in conducting an Analysis of Teacher's Difficulty in Teaching Writing and Students Ability in Writing Narrative Text at Ninth Grade Students of SMP Muhammadiyah 01 Jember in 2019/2020 Academic Year.

1.2 The Problem of the Research

Based on the background of the study, the research problems are focused on the following:

1. How is the students' ability in writing narrative text?
2. What are the difficulties faced by the teacher in teaching writing?

1.3 The Objective of the Research

In relation to the research problems, the objectives of this research are as follows:

1. Describe the students' ability in writing narrative text.
2. Describe the difficulties faced by the teacher in teaching narrative text.

1.4 The Purpose of the Research

The purpose of this research is expected to be useful for the teacher of English language so they know their students' ability and difficulties in writing narrative text. In addition, hopefully the result of this study would anticipate the

readers of difficulties in their writing, motivate them to make a good writing, give some inputs for the teacher, and they can identify which part of the language structure are found difficult in writing, so that the teacher always upgrade their methods and techniques in teaching English.

1.5 The Benefit of the Research

1. Theoretical Benefit

- a. The result of the research can be used as an input in English teaching learning process especially in teaching writing.
- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit

The result of this research will be helpful both for the students and the teacher to identify the difficulties in teaching writing so that the teacher aware about the media and methods used.

1.6 The scope of the research

This research is about Analysis of Teacher's Difficulty in Teaching Writing and Students Ability in Writing Narrative Text at Ninth Grade Students of SMP Muhammadiyah 01 Jember in 2019/2020 Academic Year. In this study researcher focuses on students writing ability and the difficulties faced by teacher in writing.

1.7 Operational Definition

In the hope of avoiding misunderstanding, the researcher needs to clarify of the key terms as follows:

1. Writing

Writing is one way to express opinions and ideas in writing either paper or through the media indirectly. To master this skill, several processes must be learned.

2. Narrative text

Narrative text is a story that is presented to students. The story happened in the past, usually it use past tense and past past perfect. There are moral values that are taught in each story. There are several types of narrative text, namely fiction and nonfiction.

