

CHAPTER I

INTRODUCTION

In this chapter, there will be six discussions. They are background of the research, problem of the research, purpose of the research, operational definition of the research, significance of the research, and scope of the research.

1.1 Background of the Research

Writing is one of the important skills in teaching English. It is useful for a range of teaching purposes, which will vary, depending on the development stage and the needs of the students. According to Raimes (1983:3) Writing is a part of second-language syllabus. So that's why, people have to communicate with each other in writing. There is an additional and very important reason: writing helps students learn. How? First, writing reinforces the grammatical structures, idioms, vocabulary that we have been teaching the students. Second, when the students write, they also have chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involve with the new language; the effort to express idea and the constant use of eye, hand and brain is a unique way to reinforce learning.

To write well, people must have good capabilities in writing. Writing is a tool in which students can find a way to write down ideas and communicate their thought. As Graham and Haris (2002) in sidekli (2013:289), say, writing is one of the most powerful communication tools of human being and the improvement of writing skills is the key to success within and outside school. Apart from these,

writing provides communication with people who are far away in terms of time and distance, presents incredible opportunities for acquiring, presenting and transferring information.

Based on the informations which were obtained in interview on August 21st, 2017 and preliminary study on August 22nd, 2017, the tenth grade English teacher in Thamsuksa Mulniti School Songkhla Thailand. This preliminary study was intended to know information concerning the English teaching and learning process in that school, especially in class X (Mathayom 4). The teacher said that most of the tenth grade students' difficulties in writing a short text in term of organizing their ideas, mastering tense, lack of vocabulary and some students do not know when they use capitalization and punctuation when the researcher interviewed the English teacher. In organizing their ideas, the students faced difficulties in constructing the sentences into written form and arranging the sentences into paragraph. Relating with the problem of tenses mastery, the students were not able to make sentences by using appropriate tenses. When the students were assigned to write a descriptive text that describe in detail, they did not apply present tense correctly.

Based on the difficulties explained above, the effect that could be perceived was that the students were less confident in following the teaching of writing. So, they did not know how to start to write, to choose correct words, to make a paragraph and to write in correct tense. As a result, the students were unable to act well in learning writing, and most of the students' writing scores were below the required minimum score of the school for the English subject.

Based on the problem identified, it was important to overcome the students' problems, so that the students' writing ability could be improved. It is essential to select a suitable strategy in teaching writing. The strategy that can be used in teaching writing is the use of story mapping. According to Li (2000: 11), a story mapping is a strategy that uses a story map to introduce the basic structure and essential elements of a story. A story map is a graphic display of the structure of a story and its parts. In this research, the story mapping is intended to show students what a story typically consists of and how it is organized.

Actually, the story mapping is the specific structure of writing text. Once students have listed the elements on their story map, they are ready to start writing. They can use the story map as an outline to identifying the element. This provides a good practice for students in using an outline. It gives students a thinking practice through their writing before starting, and following a general idea as they write.

In this research, applying their story mapping strategy means the students first write the title of their story based on the related topic. Then, they need to include the details about the setting and characters. After that, the students need to include the details about the continuous events of the story. The last elements is conclusion about the opinion of the students' stories. Finally, they have to write the descriptive text based on the story map they have made.

A classroom action research is appropriate to be undertaken and the Story Mapping became an effective technique that could be used by teachers to improve students' writing ability. Therefore, a classroom action research entitled *"Improving Tenth Grade Students' Writing Ability by Using Story Mapping Technique of Thamsuksa*

Mulniti School Songkhla Thailand in 2017/2018 Academic Year” will be conducted.

1.2 Problem of the Reasearch

The problem of the research is how can the use of Story Mapping technique improve tenth grade students’ writing ability of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year?

1.3 Objective of the Research

The objective of the research is to discribe how to improve tenth grade students’ writing ability by using Story Mapping technique of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year.

1.4 Operational Definitions of the Reasearch

The function of definition is making the idea and concept used in the thesis. It is why the writer decided to choose the key terms of the title to be defined. The terms are Story Mapping and writing ability.

1. Story Mapping

Story Mapping is a good technique. This technique is consists of how it is organized. It can be useful in organizing students’ ideas in writing. These maps are tools for helping students’ to generate the idea, organize, and communicate their knowledge. We can be said that Story Mapping is a strategy that used for helping the students to draw a story in the form of mapping and then write it again in a paragraph.

2. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the idea. Writing ability in this research deals with the students' ability in writing descriptive text. Aspect of writing ability will be scored are organization, content, grammar, mechanics and vocabulary.

1.5 Significances of the Research

1. For English Teacher

English teacher will know the new technique in teaching English especially in teaching writing. So, the teacher can select the good and attractive method in teaching writing.

2. For the Students

Through the Story Mapping technique that is applied in teaching and learning process, student hopefully will know the new learning style that can be applied in writing class. And this technique can make students easier to understand the material of learning.

3. For the Other Researcher

The results are useful for future researcher as a reference for the further research to improve the research of writing ability in teaching and learning process.

1.6 Scope of the Research

The scope of this research is focus in learning writing, especially writing descriptive text by using Story Mapping technique in teaching learning process of

the tenth grade of Thamsuksa Mulniti School Songkhla Thailand in 2017/2018 academic year.

