

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English language has very important function for the human's life since the globalization era. It is accepted as an international language. In Indonesia English is still as a foreign language, it means that it is not used in the country for daily communication. However, English plays an important role in the field of education in Indonesia. Therefore, English becomes the main subject for students in Indonesia, especially in formal education and it has been taught from elementary school up to university level.

Writing is one of the language skills that should be mastered by students, but writing is considered as one of the difficult skills to master. Fairbairn and Winch (1996: 61) state that writing is difficult and very few people have the ability to write an essay at one sitting in a form that is adequate. Their statement is supported by Richards (1990:100) who says that learning to write well is difficult and lengthy process, one that induces anxiety and frustration in many learners. Dealing with difficulty of writing, Byrne (1984:4) divides the problems or difficulties in writing into three groups, namely psychological problems, linguistics problems, and cognitive problems. Psychological problems are some problems which are mostly caused by the lack of interaction and feedback between the writer and the readers. In this case, the writer cannot receive the readers' response directly.

Writing is included in the English subject taught in junior and senior high schools in Indonesia; therefore, it should be learned by the students to achieve language competence.

According to Rozimela in Utami (2008:01), the importance of being able to write in English is often ignored in the discussions of the teaching of English for high school students in Indonesia.

In fact, the ability to write in English is very important and useful. It has become the students' immediate need since the students are expected to master the four language skills. The mastery of language skills is intended to support the ability to communicate both in oral and in written forms. In addition, Harmer (1998:79) states that the reasons for teaching writing to students of English as a foreign language are for reinforcement, language development, learning style, and most importantly, writing is as a basic skill. Considering this reason, writing as a means of communication is demanded.

In this research, the writer uses the story mapping strategy to know its effectiveness to the improvement of writing skill.. Beck and McKeon in Buehl (2009:166) state that story mapping helps students track their knowledge of narrative structure to analyze stories. Story maps feature graphic representations of key story elements to help students build a coherent framework for understanding and remembering a story. Story maps can be created for both short stories and longer stories. Thus, with the knowledge of story structure, students are expected to write narrative text with ease. Paris and Stahl (2005:246) state that the use of story mapping strategy may help students remember the important parts of a story and that they could use the strategy when they were reading on their own and write their own story. From the result observation and interview that had been done, the X A students' writing ability at SMA PGRI Siliragung was low. The low writing ability was affected by some factors, such as difficulty of grammar and limited vocabulary student to write.

Based on the description above, it is essential to confirm the improve of story mapping strategy by conducting an classroom action research research under the title of

”Improving the students’ writing ability by using story mapping strategy to the X A class at SMA PGRI Siliragung Banyuwangi in the 2017/2018 academic year”.

1.2 Research Problem

Based on the background of the study, the problems of the research are formulated as follow:

“How can Story mapping strategy improve the students’ writing ability to the XA class at SMA PGRI Siliragung Banyuwangi in the academic year 2017/2018??”

1.3 Research Objective

Based on the problem of the research, the objectives of the research are formulated as follow:

“To know how story mapping strategy improve the students’ writing ability to the XA class at SMA PGRI Siliragung Banyuwangi in the 2017/2018 Academic Year?”

1.4 Operational Definition of the key terms

It is very important to give operational definitions of the terms used in this research to avoid misunderstanding of the concepts between the writer and the readers. Operational definition of key term is the guidelines to notice the concept of the research problem. From explanation above, it can be concluded that it is necessary for the researcher to define some terms used in this thesis, so that both the researcher and reader will have mutual understanding, those terms are:

1.4.1 English Writing Ability

English writing ability deals with the score of the students’ writing test after being taught with story mapping strategy that is writing a narrative text. Narrative text in this research is a story with complication or problematic events and it tries to find the resolutions

to solve the problems. The students are required to write a short narrative text consisting of at least 50-60 words. The structure of narrative text itself are orientation, complication, evaluation, resolution and reorientation. The measurement of the students' paragraph writing covers organization, grammar, mechanic and vocabulary. The students are required to write a narrative text by using past tense. The allocated time for writing test is 90 minutes.

1.4.2 Story mapping strategy

Story mapping is a graphic organizer that aids students' comprehension of narrative text. It allows students to visualize the important components of a narrative text' including setting, main characters, problems, events, and a resolution. The story mapping incorporates visualization and discovery learning to enhance reading and writing.

1.5 Significance of the Research

The result of this research is expected to be useful theoretically and practically.

1.5.1 Theoretical Significance

The result of the research is expected to be useful as an input for English teacher to apply Story mapping strategy in teaching writing in order to enable the students to write narrative text based on the generic structure of narrative.

1.5.2 Practical Significance

The action applies in this research is expected to give the students new learning experiences where they can have good knowledge of narrative text structure. It is hoped that they could use the knowledge to have a better writing on their narrative text.

1.6 The Scope of the Research

The scope of this research is intended to confirm that Story mapping strategy can improve student writing ability. This research is conducted to the students X A class of SMA PGRI Siliragung Banyuwangi in 2017/2018 academic year.

