

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 The Background of the study

Besides Indonesia, English is also learnt for Indonesian as a foreign language. English is very important because nowadays English is one of the most important language and English is an introduction language spoken in international events and is used as the medium of information flows on science, technology, and culture as well. Indonesian should try to be able to speak English to make relationship with people from other countries in the world. Therefore, Indonesian must improve their abilities to speak English so that the science, technology and culture can be mastered in the world

In English there are four language skills, namely listening skill, speaking skill, reading skill and also writing skill. In studying English, many kinds of material must be mastered by students to express many kinds of meanings in texts that form report, recount, descriptive and narrative. The skills are very useful for the teacher to

achieve the instructional goals of teaching learning process and make the students be more interesting.

Writing will tread as ability itself a complex skill involving the simultaneous practice of a number different abilities (Harris, 1969:68). In Indonesia, English is taught at junior high school, even at elementary school. Studying English is not a new thing for the students of junior high school. Writing requires close coordination between brain and hand attention to spelling, punctuation, neatness, margin, sentences structure and choice of words and therefore more complicated for the young the learner (Fowler, 1965:97)

Writing is an important skill, most English students are not interested in writing and the performance on writing is unsatisfactory (Mukminatien, 1991: 130). Writing is one of the difficult subjects at school and the teacher must create the subject and the kinds of the text also be important in teaching writing so that students can understand about the material taught by the teachers. There are many kinds of texts. Writing skill is one of the important skill in studying English, but many students are not interested in subject writing. Writing is one way of providing in classroom procedures and it also make possible for process learning in the class. Harmer (2004: 126) further states that writing can also be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, and speaking. The teacher often asks the students to write short sentence in learning activity in class.

In this study, the writer intends to find out how good the writing ability of the students of the first grade at SMP Institut Indonesia. By using narrative text as a genre for teaching writing, the students will be more interested to writing subject and easier to study English it because narrative texts tell us about an interesting story that can make the students enjoy writing subject in the classroom. In the present study, the writer focuses on identifying teacher's techniques and the implementation of the techniques.

1.2 Problems of the Study

Based on the description of the studies above, the writer would like to state the problems of the study. The problems that are discussed in this study can be stated as follows:

- 1.2.1 What are the techniques used by the teachers in teaching narrative writing at SMP Institut Indonesia?
- 1.2.2 How is the implementation of the techniques in teaching narrative writing?
- 1.2.3 What are the strengths and weakness of the technique implementation in teaching narrative writing at SMP Institut Indonesia?

1.3 Objectives of the study

Based on the description of the study above, the writer would like to make research of the problems. The problems in this study are stated as follows:

- 1.3.1 To find out what the techniques used by the teachers in teaching narrative writing at SMP Institut Indonesia.
- 1.3.2 To find out the implementation of the techniques in teaching narrative writing.
- 1.3.3 To find out the strengths and weakness of the technique implementation in teaching narrative writing by the teachers and students at SMP Institut Indonesia.

1.4 Significance of the study

The significance of this study is as follows:

- 1.4.1 Theoretically, the result of this study is expected to be valuable in the development of English Writing by describing techniques in teaching narrative writing
- 1.4.2 Practically, the result of this study can provide information that is useful for the teachers, for the students, and for the writer. This study is expected to give some advantages as follows:

1.4.2.1 For English teachers

This research can provide contribution for the English teachers to apply another technique especially in teaching narrative writing and the teacher does not use monotonous technique in teaching writing.

1.4.2.2 For The students

The result of the research will help the students to write better. By implementing the writing technique, they are able to write according to the steps suggested. It means that this technique will improve the student's writing ability, especially in narrative writing.

1.4.2.3 For The Writer

This research will give the writer understanding to implement the writing technique in teaching writing by implementing writing technique to improve the students in writing ability especially in narrative writing.

1.5 Scope and Limitation of the Study

According to Best and Khan (2006:39) scope or delimitations are the boundaries of the study. A study of attitudes toward racial minorities may be concerned only with middle-class, fifth-grade pupils, and conclusions are not to be extended beyond this population sampled. In this study, the scope is focused on the techniques of teaching writing and learning process of the study presents to limit the investigation on what techniques of teaching narrative writing used by the English teachers at SMP Institut Indonesia, and how the implementation of the techniques in teaching narrative writing at SMP Institut Indonesia, and also the strengths and weakness of these techniques implementation of these techniques used by the teacher and students at SMP Institut Indonesia.

According to Creswell (1994:110), limitations are provided to identify potential weakness of the study. thus, limitation of this study present on the techniques of teaching by using the teacher at first grade students SMP Institut Indonesia, how to implemented the technique, the strengths and weakness the result can't be applied to other school.

1.6 Definition of Key Terms

In order to avoid misunderstanding, the writer would like to give definition of key terms

1.6.1 Writing Technique

Writing is a process and that in writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities (Harmer 2004:86).

1.6.2 Teaching Writing

Teaching writing is like swimming, if someone learn to swim, he need water in swimming pool and a teacher to teach us how to be a professional swimmer (Brown, 2001:334).

1.6.3 Narrative Text

Narrative is a piece of text which tells a story and in doing so, entertains or informs the reader or listener (Anderson, 1997: 8).