

# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

One of the fundamental tools of civilization is writing. Writing is a communication method that uses sign and symbol writing to define language and is one of the four language abilities. Students must acquire the writing skill because it enables them to think critically and thoroughly. Writing is a skill that must be learned and practiced.<sup>1</sup> This clearly indicates that writing is a skill that must be mastered through numerous practices. Writing had been referred to as written thinking.<sup>2</sup> This indicates that writing provides a means of producing thought-derived language. Students should develop their ideas and feelings during the writing process in order to try to write a good sentence and inform others. According to Richards and Renandya, clauses were the level of complexity of written language. Writing is made up of many different parts: content, structure, originality, style, fluency, accuracy, or employing appropriate rhetorical discourse forms.<sup>3</sup> This indicates that students ought to comprehend the writing process aspect; if students comprehend the purpose of writing, it may be simple to compose an excellent paragraph.

Writing a text in English language as a foreign language is difficult. Because English is considered a foreign language in Indonesia, it is hard for people to write well in English. This tendency is probably

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<sup>1</sup>M.F. Patel, *English Language Teaching: Method, Tools, and Technique*, (Jaipur: Sunrise Publisher and Distributor, 2008), 125.

<sup>2</sup>Mary Finnochiaro, *English as a Second Language: From Theory To Practice*, (New York: Regents Publishing Company, 1974), 86.

<sup>3</sup>Richards, J And Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), 309.

brought on by the language's distinct syntax, structure, vocabulary, and spelling from Indonesian. A difficult circumstance is one in which we find it difficult to act and remain focused on it. When students practice writing on paper, it is known that they have trouble writing. Due to its numerous aspects, writing is regarded as a challenging skill. Writing is the most challenging skill for learners of second or foreign languages.<sup>4</sup> It is hard to pick the right words and put them together in a good text. Grammar in sentences must also be taken into consideration by students. Students naturally think that writing is hard because they have to pay attention to a lot of things, like ideas, concepts, vocabulary, and grammar. Additionally, the students frequently encounter difficulties with productivity, complexity, and grammar.<sup>5</sup> It indicates that writing is a challenging endeavor. In addition, writing is a productive skill that plays a role in written communication and necessitates effective organization to produce meaningful sentences. It will be challenging for the students to cultivate and expand their imaginations. Therefore, they ought to formulate their idea in accordance with the guidelines for written communication and then express it in a meaningful way in writing. According to Harmer, students face challenges when reading written text, such as punctuation, grammar, vocabulary, handwriting, spelling, and layout.<sup>6</sup> Westwood, on the other hand, stated that the students' issues with writing included; spelling and hand writing.<sup>7</sup>

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<sup>4</sup>Nova Falihah, Eri Rahmawati and Akhmad Baihaqi, *EFL Students' Difficulties in Writing Narrative Text*, (Serang: Universitas Sultan Ageng Tirtayasa. 2022), Vol. 5 No. 1.

<sup>5</sup>Omta Zoi Solagha, *Writing Difficulties in the Swedish ESL-Classroom, How teachers of English deal with Students' writing Difficulties*, (Stockholms University, 2013), 4.

<sup>6</sup>Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 1988), 7.

<sup>7</sup>Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Australia: ACER Press, 2008), 64.

In writing, there are several kinds of texts that students need to learn, one of which is narrative text. Narrative is one of text types that should be understood by the students. Narrative text is one that tells a story to educate, entertain, inspire, or inform the reader. This means that a narrative is a text that tells a story or an event from beginning to end and it has some purpose for the readers.<sup>8</sup> Narrative text is a writing that has a story in it. Narrative text tells a story about a series of events that involve characters. We write about things that happened in the past when we write a narrative text. A narrative text is one in which the reader is amused or entertained by what happened in the past as well as by real or imagined experiences in various ways.<sup>9</sup>

According to the requirements for writing, one of a student's fundamental competences is the ability to write a good narrative text. However, in reality, the students still struggle to produce a good English text specially in narrative text. Ericson stated that, the term "writing difficulties" refers to students who, due to their age, lack the skills necessary to write in the manner that is expected of them. When writing a narrative text, students must consider a variety of factors, including: grammar, spelling, punctuation, and vocabulary are all important aspects of writing that students should pay attention to because they may have trouble forming letters or connecting their thoughts to paper.<sup>10</sup>

Additionally, according to the preliminary research by interviewing a teacher at the second year of Daar El-Hasanah senior high school, the researcher found out that the students still have trouble

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<sup>8</sup> Dwi Hastuti, *Narrative versus Recount*, (Jakarta Timur: PT. Multazam Mulia Utama, 2010),

<sup>9</sup> Alice Oshima, Ann Houge, *Academic Writing*, (Pearson Longman, 1998), 120.

<sup>10</sup> Atikasari Husna and Akhmad Multazim, *Students' Difficulties in Writing Recount Text at Inclusion Classes*, *Let: Linguistics, Literature and English Teaching Journal* Vol. 9 Issue 1 (Yogyakarta: University of Ahmad Dahlan, 2019), 57.

distinguishing the appropriate tenses when writing narratives and sentences correctly and struggle in arranging the generic structure of narrative text at times. As a result, students do not practice writing enough, and their writing scores are still low. Even though writing narrative text is one of the competencies that students must master, students are still far from mastering writing narrative text. Therefore, the researcher will analyze what factors and components influence the difficulties students face in writing narrative text.

Based on the previous research discussing the same topic, Toni Rony Tua Parasian Sinag stated that students have difficulties on the lexical features. Rony Tua Parasian Sinag describes that the difficulties faced by 10th grade student of SMA Negeri 4 Pematangsiantar in writing narrative texts states with grammar, spelling, vocabulary, and punctuation and layout. The students also struggled in using verb 2 (past tense) and the using of adjectives in the process of writing narrative text.<sup>11</sup> According to Feni Aulia in her research, according of the study, she investigated the abilities and difficulties of students in Class XI B of MA Muallimin Muhammadiyah Makassar and used qualitative methods. The author states that the student's ability to write narratives is excellent. This was evidenced by an average score of 88.73 on the written test when writing stories. The students were still having trouble writing the text of the story. It validated from an average score of 43.78 on the Vocabulary and Use Questionnaire for 1st 2nd grade students at Muallimin Muhammadiyah Makassar High School.<sup>12</sup> The last, Nova Falihah stated that students had four difficulties in writing narratives: (1) writing correct

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<sup>11</sup> Rony Tua Parasian Sinaga, "The Students' Difficulties in Writing a Narrative Text at Grade Ten of Sma Negeri 4 Pematangsiantar", *Nommensen Journal of English Studies*, Vol. 1 No. 1, (October, 2020).

<sup>12</sup> Feni Aulia, "An Analysis of Students' Ability and Difficulty in Writing Narrative Text", (Makassar: Makassar Muhammadiyah University, 2019).

sentences, (2) using appropriate tenses, (3) using appropriate vocabulary, and (4) ideas. On the other hand, the factors that students struggle with in writing narratives are their mostly agreed limited vocabulary and their inability to write structured sentences in English.<sup>13</sup> Based on research studies that have been conducted by previous researchers, there are several components that have similarities and differences with this study. Previous research studies and this research have in common that they are both researching in terms of the difficulties students face in writing narrative text. However, the difference between the two is that this research concentrates on how far the students' knowledge in making narrative texts, factors that influence students' difficulties in writing narrative texts, and what the teacher does when facing students' difficulties in writing narrative text.

Based on the explanation above, the writer would like to investigate the difficulties students face when writing narrative text, the causes of students' difficulties in writing narrative text, and English teacher' action to solve the students' difficulties in writing narrative text. This research is entitled by "Students' Difficulties in Writing Narrative Text at The Second Year of Senior High School".

## **B. Identification of The Problem**

Based on the background above, the following issues with this research can be identified:

1. Students got difficult in using the correct tense in writing narrative text.
2. Students had difficulty to compose the correct sentence.

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<sup>13</sup> Nova Falihah, "EFL Students' Difficulties in Writing Narrative Text", *Journal of English Language Teaching and Cultural Studies* Vol. 5 No. 1, (Serang: Universitas Sultan Ageng Tirtayasa, 2022).

3. Students got difficult in arranging the generic structure of narrative text.
4. The students' writing score remained low.

### **C. Scopes and Limitations of The Problem**

This study focused on the types of students' difficulties as well as the causes of students' difficulties in writing narrative text relates to grammatical features, vocabulary, and generic structure and how the teacher solve the students' difficulties in writing narrative text at the second year of Daar El-Hasanah senior high school Jawilan.

### **D. Research Questions**

Based on the issues in the background above, the researcher classified the fundamental issues in this research as follows:

1. What are the difficulties that students of the second year of Daar El-Hasanah senior high school face in writing narrative text?
2. What are the causes of the difficulty of students at the second year of Daar El-Hasanah senior high school in writing narrative text?
3. How do English teacher solve the students' difficulties in writing narrative text?

### **E. Objectives of The Study**

According to the assumption of the problem, the objectives of this research can be identified as follow:

1. To describe the difficulties that faced by the students of the second year of Daar El-Hasanah senior high school in writing narrative text.
2. To find out the causes of the difficulty of students at the second year of Daar El-Hasanah senior high school in writing narrative text.

3. To know the English teacher' action to solve the students' difficulties in writing narrative text.

## **F. Significances of The Study**

The researcher believes that this research is intended to be theoretically and practically useful, relevant, and applicable for the students, teacher and researchers who are researching in related fields.

1. Theoretically
  - a. To provide a summary of what causes students to have difficulty in writing narrative text.
  - b. To contribute by giving difficulty tests to students in order to understand and realize the extent of their skills in writing narrative texts.
2. Practically
  - a. For students

In order to inspire and motivate the students of the second year of Daar El-Hasanah senior high school to improve their ability in writing, especially in writing narrative text.
  - b. For the Teacher

To provide deeper knowledge and information about what causes students at the second year of Daar El-Hasanah senior high school to experience difficulties in writing narrative text.
  - c. For the Other Researcher

This research is expected to be useful as a reference material for those who are interested in conducting similar research.

## **G. Previous Study**

As a theory, this study requires some earlier research. The first prior research that may be used to a theory is that of Samtidar Samtidar, Sultan Baa, and Nandha Amelya. The purpose of this study is to ascertain the challenges that students faced when producing narrative texts. Descriptive qualitative approach was employed in this investigation. Researchers employed interviews and written tests as data collection tools in order to meet their research goals. Students from XI IPS 1 in SMAN 5 Bone served as the study's subjects. A total of 26 students participated in the study, and six pupils answered an interview. To choose the study's topic, a random selection procedure was employed. Based on the study's findings, the researchers concluded that the challenges faced by SMAN 5 Bone's eleventh-grade students may be broadly categorized as psychological, linguistic, or cognitive. The pupils faced psychological challenges such as nervousness when writing, limited motivation, and low self-esteem. Additionally, they had trouble with four areas of writing: content and mechanics are under the category of cognitive challenges; vocabulary and language use fall under the category of linguistic difficulties. Then, the most difficulties that happened to the students when writing narrative text are vocabulary and language use aspect. The students still had limited vocabulary.

Second, research titled "The difficulties of Students to Write Narrative Text" was carried out by M Yunus Laila. Using descriptive analysis and a qualitative research approach, this study examined the types and causes of problems with narrative text writing, which was broken down into grammar, vocabulary, spelling, handwriting, punctuation, and layout and completed by eighth-grade students at SMP Negeri 1. According to the author, a thorough analysis was done using the

exam and interview results. The results indicate that the majority of pupils had trouble composing narrative texts. Grammar, vocabulary, spelling, punctuation, and layout are the areas in which the pupils have classified their challenges, with the exception of handwriting. The interview's findings indicate that students' struggles when writing narrative texts can be attributed to a variety of factors, including a lack of vocabulary, a lack of interest in learning the language, a lack of motivation, the learners' first language's influence on their understanding of English grammar, and differences in their reading and writing styles.

Third, *An Analysis of Students' Difficulties in Writing Narrative Text at The Eight-Grade Students of SMPN 4 South Tambun Bekasi* was the title of a research carried out by Ahmad Ulumudin. The author used qualitative descriptive analysis techniques with fifty students from 8–4 and 8–5 courses. SMPN 4 South Tambun's eighth-grade students struggle to write narrative texts for a variety of reasons, according to the study's findings, which include generic structure (42.57%), language features (40%), background knowledge (41.33%), teacher explanation (51.33%), and motivation (43.5%). It was confirmed that just 9 out of 50 pupils could compose narrative texts with proper language usage and a full generic framework. The pupils' motivation in studying English decreased as a result of the teacher's explanations of the topic being unclear. This affects pupils' poor command of syntax and vocabulary, which leads to a number of common structural and linguistic problems while creating narrative texts.

According to the experiments above, indeed many have analyzed the students' difficulties in writing narrative text, apart from the grammatical aspect; this researcher discusses students' analytical skill towards the stages of making narrative text relates to the grammatical,

language features and the generic structure of narrative text, factors that influence students' difficulties in writing narrative texts, and what do teachers solve the students' difficulties in writing narrative text.

## **H. Systematic Discussion**

The systematic discussion in this research paper is divided into five chapters, which will be presented as follows:

### **1. Chapter I: Introduction**

This chapter provides background of the study, identification of the study, scopes and limitations of the problem, statements of the problem, objectives of the study, significances of the study, previous study, and systematic discussion.

### **2. Chapter II: Literature Review**

This chapter describes about the concept of writing, concept of teaching and learning writing, concept of students' writing ability, types of text, concept of narrative text, concept of students' difficulties, concept of students' difficulties in writing, types of students' difficulties in writing, and the causes of students' difficulties in writing narrative text.

### **3. Chapter III: Research Methodology**

This chapter explains the research method, the subject of the research, the research instruments, technique of data collecting, and technique of data analysis.

### **4. Chapter IV: Finding and Discussion**

This chapter describes about the data description, research's finding/data analysis, and discussion of the research.

### **5. Chapter V: Conclusion and Suggestion**

This chapter explains the conclusion of the research and suggestion from the researcher.