

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is a process where a writer not only learns the mechanics of writing but also develops ideas to the readers do or not do things linked to the events that occur, according to Pricilia and Rahmansyah. While writing is one of the language talents that has multiple levels or stages, which reflects the structures of the composition, Nurbaidah asserts.<sup>1</sup> Furthermore, Harmer claims that writing is a process in which what people write is frequently profoundly influenced by genre and aspects in Wardhani, et al.<sup>2</sup>

English as a foreign language (EFL) mostly studied in worldwide, included in Indonesia. It can be studied by these four component skills: listening, speaking, reading, and writing. Writing is one of the four basic skills. White (1986:10) defines that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. According to Bram (1995: 3), he states that “writing is producing or reproducing written message.” It is a functioning cycle to compose and plan the thoughts on the

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<sup>1</sup> Ria Anzelina Simanjuntak, Asriani Hasibuan, and Gabby Maureen Pricilia, “The Effect Of Scrapbook Media On Students ’ Writing Recount Text Ability At The Eleventh Grade Of Sma Negeri 1 Tukka 2021 / 2022 Academic Year Writing Is a Process of Organizing Ideas , Opinions and Feelings in Written Form . It Is Also Used by People” 5, no. 3 (2022): 43–58.

<sup>2</sup> Ibid.

paper. In this manner, before started to compose the paper it has to figure out what the author shall have something meaningful to convey.<sup>3</sup>

Based on the preliminary research, the English writing skill of the 9th grade SMP Negeri 1 Jiput had been low score. They also had limited vocabulary thus the students feel it difficult in expressing their ideas. The teacher did not use various ways of teaching writing. Moreover, the students often encountered difficulties in writing especially in recount texts due to challenges in organizing their thoughts chronologically, maintaining coherence throughout the recounts, and selecting relevant details. They might struggle with sequencing events in a clear and logical order, leading to disjointed context that are difficult for readers to follow. Furthermore, they had difficulties with tense consistency, particularly when shifting between past and present.

Brown identified the contributing elements to writing errors. He divided error sources into four categories: interlingua transfer, intralingua transfer, learning environment, and communication techniques. Harmer also identified L1 interference and developmental errors as the root causes of the errors that the majority of pupils make at various stages. Richards distinguished between intralingual and interlingual errors as the sources of

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<sup>3</sup> Tania Tita Shanorra<sup>1</sup>, Rudy Sofyan<sup>2</sup>, and Desri Maria Sumbayak<sup>3</sup>, "A Writing Skill Assessment of the First Semester English," no. 19 (n.d.): 1–19.

error. The sources of errors, according to James, also include intralingual, interlingual, communication strategy-based, and induced errors.<sup>4</sup>

According to Oshima and Hogue, writing is not easy, it takes to study and practice to develop this skill for both native speakers and new learners of English. Writing is different from other language skills. In listening and reading, the students receive message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling. From the explanation above, it can be concluded that writing is important and also different from other skills. It is a complex skill that needs some of process inside it, such as putting learners' ideas with grammatical, vocabulary, and punctuation into a written form. However, writing is not only an activity of arranging words, sentences, and paragraphs, but also thinking about how to express and organize them with creativity.<sup>5</sup>

In this study, researchers will implement "Scrapbook" in English classes and measure its impact on students' writing skills through pre-test and post-test. By integrating "Scrapbook" into English language teaching, it is hoped that students will be more motivated to practice writing and feel more confident using English. It is also hoped that this scrapbook can create a

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<sup>4</sup> Umar Fauzan, Sapna Farah Aulya, and Widya Noviana Noor, "Writing Error Analysis in Exposition Text of the EFL Junior High School Students," *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020): 517.

<sup>5</sup> Septha Muliani, Maida Norahmi, and Natalina Asi, "The Analysis of Difficulties in Writing Narrative Text," *LET: Linguistics, Literature and English Teaching Journal* 9, no. 2 (2019): 112.

more enjoyable learning atmosphere and reduce anxiety when learning is taking place.

In line with this, quoted by Sudarwati and Grace in Septha Muliani stated that narrative text has a social function to entertain the reader with a story that deals with complications or problematic events that lead to a crisis and in turn find a resolution. In other words, it is to amuse, to entertain and to deal with actual or vicarious experience in different ways. In writing the texts, the writer must follow the generic structure of narrative texts since different texts will require different generic structure. The generic structure of narrative text consists of 4 aspects, they are orientation, complication, resolution, and re-orientation. The writer should be able to explain the background of the story including the setting of place and time as well as the introduction of the characters (orientation).<sup>6</sup>

## **B. Identification of problem**

Based on the research background above, this study will identify several question :

- a. The student feel difficult to learn English especially in writing at nine grade student of SMP NEGERI 1 Jiput.
- b. The student are lazy and they aren't interested to write and study English especially in writing.

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<sup>6</sup> Ibid.

- c. Unattractive teaching makes students bored in learning writing.

### **C. Limitation of the Problem**

1. The research will focus on using scrapbook to improve teaching writing in narrative teks
2. The object of this research is 9<sup>th</sup> students of SMPN 1 JIPUT

### **D. Research Questions**

Based on the background of the study, the formulation of the research question is stated as follow:

1. Is Scrapbook appalied in teaching writing narrative text at nine grade student of SMP NEGERI 1 Jiput?
2. Is the effectiveness of a scrapbook for teaching writing at nine grade students of SMP NEGERI 1 Jiput?

### **E. Objectives of the Study**

Based on the background of the study above, the researcher has objective of the study. The objectives of the study in this research is:

1. To know student's writing in narrative text at the nine grade student of SMP NEGERI 1 Jiput.
2. To know Scrapbook in teaching students writing narrative text at the nine grade student of SMP NEGERI 1 Jiput.

## **F. Significance of the Study**

This research has the significance as stated in the following:

### a. Student

Student will be more enjoyable to learn writing. Beside student more interesting and does not feel bored when learn English especially in learning writing.

### b. Teacher

Teacher can take advantages of the implementing Scrapbook, teacher will find the new experience when teaching writing with using Scrapbook and explore her/his skills in teaching more

### c. Writer

The writer hopes the result will give worth contribution in English teaching learning either teacher or student by finding the implementation of Scrapbook to teach writing in narrative text.

## **G. Research Organizational Structure**

This paper is arranged into five chapters:

### Chapter I : Introduction

It contains the background of the study, identification of the problem, statement of the study, purpose of the study, the significance of study, and the organization of writing.

## Chapter II : Theoretical foundation

This chapter is consist of the theorist from some expert related to this research.

## Chapter III : Research methodology

It contains method of the research, the site and time of the study, participant and sample, the technique of data collecting, and the technique of data analysis.

## Chapter IV

Finding and discussion, this chapter explains the description of data and the analysis of data.

## Chapter V :

Closing this chapter consist of concluation and suggestions.

