

CHAPTER I

INTRODUCTION

A. Background of Study

English has four basic language skills. They are listening, speaking, writing, and reading. Writing is belonging to productive language skills. Through both of them, idea and thought can be expressed to others.

Writing skills is component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For this reason, writing skill is the language skill considered as most difficult to master compared with other skills. A realistic attitude about writing must build on the idea that *writing is a skill*. It is a skill like driving, typing, or cooking and like any skill, it can be learned.¹ Through writing, an individual can tell about idea, feeling, even, and object to others. For that reason, this ability should be taught appropriately in elementary school. But the reality proves that writing teaching is carried out incorrectly.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write various short function text such as letters, short message,

¹ John Langan, *College Writing Skills 6thE.*, (New York: Mc Graw-Hill, 2005), p. 12

greeting card, and text types like descriptive, recount, narrative, procedure and report text.

The facts above frequently happen in many schools. Based on the observation in a school in SMP N 2 Cikande at Class VIII D, it seemed that the students were rarely taught to write in English they just did the assignment and discussed the answer together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

In teaching narrative text, the student often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective method of making students the text. Absolutely, the student cannot enjoy the text its self.

In order to solve the problems that faced by students in writing, the writer will try to use plot diagram to know the effectiveness of students' writing toward narrative text.

Plot diagram strategy is used to comprehend narrative story. Plot diagram strategy is a framework to help the students in analyzing the generic structure orientation, complication, sequence of events, and resolution. So plot diagram can be effective strategy for students writing skill on narrative text.

The student are guide to find out the information by using organizational framework of plot diagram. They can use the

framework as a foundation to write a story. Thus, the writer was confident enough that this strategy would effectively work to solve the problem.

B. Identification of Problem

From the interview and observation, the researcher found some information that there were three causes that made the students have difficulties in learning English Writing:

1. The students are unfamiliar with English text types and short function text
2. The students felt difficult to understand the word and their meaning
3. Many students have low ability to memorize and remember the English word.

C. Limitation of Problem

In this study, the writer necessarily does an experimental research to see the students improving in writing skill on narrative text at SMP N 2 Cikande. The writer applies plot diagram method in this research. The main problem of this study is

1. How is the student writing skill on narrative text of SMP N 2 Cikande?
2. How is the effectiveness of using plot diagram toward students on narrative text writing skill at SMP N 2 Cikande?

D. The Objective of Study

Based on the formulation of the problem which posed above, the main objective of the study is to evaluate the English teaching learning process especially in learning narrative text at SMP N 2 Cikande. The objective of the study are :

1. To find out the student writing skill on narrative text of SMP N 2 Cikande.
2. To describe the application of plot diagram in teaching narrative text of SMP N 2 Cikande
3. To know the effectiveness of using plot diagram toward students on narrative text writing skill at SMP N 2 Cikande.

E. The Significance of Study

1. For students, this study was expected to be a motivation to improve their ability in writing narrative text.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.
4. For other researchers, this study is expected to be one of references for relevant researches.

F. Hypothesis of Study

The statistic hypothesis stated:

Null Hypothesis (Ho): there is no significant difference between students' achievement in writing skill after using the plot diagram.

Alternative Hypothesis (Ha): there is a significant difference between students' achievement in writing skill after using the plot diagram.

G. The Organization of Study

The writer is divided into five chapters, each of which explain different topic. The first chapter is introduction, in the chapter Background of the Problem, Identification of the problem, Formulation of the Problem, Objective of the Research, Significance of the Research, Organization of Writing.

Next second chapter present the theoretical framework which contains theories underlying the writing of this study. They are: Definition of Writing, Process of Writing, Definition of Narrative, purpose of Narrative, Generic Structure of Narrative, Language Features of Narrative, Teaching writing , Definition of Plot Diagram, The Procedure of Plot Diagram, Variation of Plot Diagram, and Design of Plot Diagram.

The third chapter is methodology of research, it discussed of the Research Method, Research Design and Step, Place and Time of the Research, Population and sample, The Techniques of Collecting Data, Techniques of Analyzing Data.

The fourth chapter is finding and discussion; it is the spirit of paper. The research questions meet the answers in this chapter. To make it clear for the readers, the research conveys the discussion of the finding.

The five chapter is conclusion and suggestion. This is the end of paper.