CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a wonderful tool for expression, when used accurately and clearly. A person can share feeling, thoughts, philosophies, and emotions with words. The goal of writing is to make sure your ideas are interpreted in the manner in which you intended. In MTs Nurul Falah Rego Padasuka-Petir, the teaching of English must be conducted in line with the national curriculum called *Kurikulum Tingkat Satuan Pendidikan* or KTSP (School Based Curriculum). School based curriculum contains two competencies, namely, *Standar Kompetensi* (Competency Standard) and *Kompetensi Dasar* (Basic Competency). Competency standard is a unit of competence which is always expressed as an outcome, describing what a student can do.[1] School Based Curriculum must be used in English subject too. English is taught as a foreign language and one of the subjects in the school that also uses Competency Based Curriculum in learning English.

When learning English, the students are taught four language skills integratedly. Those skills are reading, listening, speaking, and writing. Listening and reading are considered as receptive skills because people are involved in receiving information, while speaking and writing are productive skills since

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[1]Dinas Pendidikan dan Kebudayaan. "*Kurikulum 2004 Standar Kompetensi :Mata Pelajaran Bahasa Inggris SMP". (Jakarta:* 2005)

people are involved in producing information.[2] Writing is productive skill, in which the students can deliver their idea, message and feeling to readers. So, they should organize the system of language well in order to be understood. Through writing, one can communicate and share information with others. Furthermore, the main focus of teaching writing is to develop competency in creating a good writing. To achieve a good writing, the text should be coherent. "*Coherence is the way to relate a group of clauses or sentences to the context".[3]*

"*When writing, do not write just for yourself*".[4] However, for some students, it is not easy to write coherent text. Here, the students often produce incoherent writing. It was found that the students faced problems in producing a good writing. In line with this, Corbert in Sutama states that "*there are three characteristics of a good writing namely; unity, coherence, and adequate development*".[5] Based on the theory of a good writing, the ninth grade students of MTs. Nurul Falah Rego Padasuka did not understand how to make a good writing. It could be seen in their writings. Particularly, this study is intended to look at the texts written by Ninth grade students in terms of their coherence and the problems may occur in creating the aspect in their writing. They also had problem in organizing their idea. Their writing could not

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[2] Ibid.

[3] Halliday, M, A., & Hasan, R. "*Cohesion in English".* (London: Longman, 1976) p. 23

[4] Tomlinson, Brian. "*Developing Materials For Language Teaching*". (London: Cromwell Press, 2003) p. 139

Sutama, I. "*Perkembangan Koherensi Tulisan Siswa Sekolah Dasar*". (Malang: Institut Keguruan dan Ilmu Pendidikan, 1997).

deliver the message well because the writing lack of unity and coherence.

Based on the background above, the writer is interested in investigating the problem. Then, the writer conducts the research entitled "AN ANALYSIS OF THE COHERENCE OF NARRATIVE WRITING WRITTEN BY THE NINTH GRADES STUDENTS OF MTS. NURUL FALAH REGO PADASUKA – PETIR." The ninth grade students should be able produce a narrative writing because it is stated in the curriculum. And, this study to find out the problems that affect the coherence of their writing.

B. Identification of Problem

1. Students did not like writing narrative text.
2. Students cannot express their ideas in writing.
3. Students frequently find difficulties in writing.
4. Student's writing is difficult to understood.
5. Student's writing is lack of unity and coherence.

C. Focus of the Study

Focusing on the topic of the study, the researcher limits the problem as follow:

1. The study is descriptive qualitative study; it is to know the student's difficulties in writing of narrative text.
2. The subject of this study is the ninth grade students of MTs. Nurul Falah Rego Padasuka-Petir.

3. To limit the scope of this scope of this study, the researcher will focus more on the coherence of the student's narrative writing.

D. Statement of the Problems

1. What are their errors on narrative writing?
2. What are their difficulties on making coherence narrative writing?

E. The Aims of the Study

The aims of the study are to describe:

1. The student's error on narrative writing.
2. The difficulties on making coherence narrative writing.

F. Significance of the Study

This research has significance as follows:

1. To help teachers of English Department, by giving them an important contribution in the English teaching process which is part of writing unity and coherence they should pay attention to.
2. To help students to determine the best way in writing coherence narrative text to solve their own problem.
3. It hopes this paper will help other researchers to do some related researches in deeper, further and better.

G. Previous of the Study

1. Pipit Olva Andayani[6], **"*An Analysis of the Cohesion and Coherence of the student's narrative writing in SMPN 2***

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[6] Pipit O. Andayani, "*An Analysis of the Cohesion and Coherence of the Student's Narrative Writing*," Journal, Vol. II, No.1, (November, 2014).

Banjar", Volume II, English Language Education program at UNDIKSHA University, 2014. Based on her journal, attempted to describe and explain the cohesion and coherence of English narrative writing produced by the students under study, and also the problem encountered by the students under study in creating cohesion and coherence in their English narrative writings. This study was designed as qualitative study. This study was conducted on 30 students of the ninth grade in SMPN 2 Banjar. The data were collected through student's narrative writings, questionnaire and interview. The data were analyzed by using the theory introduced by Halliday and Hasan (1976). The analysis was concerned with: grammatical cohesion (reference, substitution, ellipsis, conjunction), lexical cohesion (reiteration and collocation) and aspect of coherence that were found in the student's writings. The result of this study show that (a) the students produced the five types of cohesive devices to serve the coherence of their writings of which reference 70.77% with personal reference as the dominant use. Then, it was followed by conjunction 28.51%, substitution 0.57%, ellipsis 0.14%, lexical cohesion was used 137 item dominated with repetition 78%; (b) the students produced coherence of the narratives through the development of themes, and the generic structure; (c) some problems of coherence identified were the problems with reference (personal, demonstrative), conjunction (additive, adversative, causal, temporal) and limited choice of lexical item.

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2. Pandiya[7], *"An Analysis of Cohesion and Coherence in the written English News Texts",* Volume XII, English Language education Program at State Polyteknik Semarang, 2010. This study is aimed to find out the coherence in the written English news Texts in Programa II RRI Semarang, and to find out the cohesion in the Written English News Texts in Programa II RRI Semarang, and also to find out the different features of coherence and cohesion of the news texts. The data of the study is primary and qualitative coming from RRI Semarang as the form of tape scripts of English News Texts in Programa II. The purposive sampling technique is used for varying the topics then cover politics, economy, religion, security, and others. Among four month editions (January-April 2010), 15 item texts are selected for having the representative of data. The results showed that the topics of English News Texts in Programa II RRI Semarang are various. The topics of texts are then mostly dominated by social affairs while the topics of religion and politics are the least dominant. The coherence in the Written English News Texts of Programa II RRI Semarang is not fully significant. This is indicated by the fact that only 60% of the texts can fulfill the schematic structure of news item. The cohesion in the Written News Texts of Programa II RRI Semarang is not fully significant either. This is indicated by the fact that only 13.33% of the texts can fulfill the cohesive devices. The item topic of "economy' has more features of

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[7] Pandiya, "*An Analysis of Cohesion and Coherence in the Written English News Texts*," Journal, Vol. XII, No. 3, (Desember, 2012), 171.

coherence and cohesion than others, as it presents more detailed information, complete schematic structure of news item, logical order, good paragraph, and good appropriate and choice of words or diction.

3. Yulia Fitri Astuti[8], "*The Analysis of Coherence In the Background of Skripsi",* English Education program at Muria Kudus University, 2010. Based on her paper, every text created should be coherence to be considered as good text. Thus, it needs the elements producing a coherent whole text which is thematic progression that has the elements development of a clause connect each other called theme and rheme. The coherence text should also be necessary in writing paper as a requirement of sarjana program, especially in English Education Department of Muria Kudus University. This research is conducted to analyze the coherence in the background section of paper written by English Education Department students of Teacher Training and Education Faculty of Muria Kudus University 2010. The purpose of this research is to find out the coherence in the background section of paper. This research designed belongs to qualitative that is discourse analysis. It can be conclude that all of the background of paper lack coherence. It is because the total level of coherence at most is in less level that is 6 paragraphs from 10 paragraphs, so that the highest percentage of level of coherence is in level that is 60%. In the third background of

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[8] Yulia F. Astuti, "The Analysis of Coherence in the Background of Skripsi," (ph.D. Paper Muria Kudus University, 2010).

paper, it is concluded that it has less of coherence at most is in less level that is 4 paragraph from 7 paragraphs, so that the highest percentage of level of coherence is in less level that is 57.14%.

Based on some of previous study above, they use descriptive qualitative as methodology of their research by interview and questionnaire to collect the data. On previous study 1 and 2, they more focuse to analyze cohesion than coherence. While on previous study 3, she uses theme and rheme to analyze coherence in the background of paper. Different from my paper, I use descriptive qualitative by technique documentation, classroom observation and interview to get the data. Besides that, I focus to analyze coherence in a narrative writing by analysis the coherence from themes, the idea of each paragraph and generic structure of narrative. This has purpose to make sure that the students' narrative writing are coherence or not yet.

H. Organization of Writing

Chapter I Introduction, it consists of Background of the Study, Identification of the Problem, Focus of the Study, Statements of the Problems, The Aims of the Study, Significance of the Study, Previous of the Study, and Organization of Writing.

Chapter II Theoretical Framework, it consists of Definition of Writing, , Kinds of Writing, Definition of Narrative, Features of Narrative, Language features of a Narrative, Types of Narrative,

Definition of Coherence, and Criteria Coherence of Narrative Writing.

Chapter III Research Methodology, it consists of Method of the Research, Place and Time of the Research, Instrument of the Research, Technique of Data Collecting, and Technique of Data Analysis.

Chapter IV Result of the Research, it consists of Description of the Data, Analysis of the Data and Interpretation of the Data taken from students narrative writing of ninth grade of MTs. Nurul Falah Rego-Padasuka.

Chapter V Conclusion, it consists of Conclusions and Suggestions.