

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the tool of communication for human. Human use language for communicate with other people. So, between one people to another people can understand what their mean is. A language is a system of communication and most students will use it as a practical skill¹. Language also expression of feeling or group of word use by certain community². There are many languages in this world. One of them is English. English is the first foreign language that taught in the school. English is an international language has an official status.³ As an International language, English is used both in a global sense for international communication between country. English hold

¹ Mark Bartram and Richard Walton, *Correction Mistake Management: a positive approach for language teachers*, (England: Language Teaching Publication, 1991), 5.

² Peter Salim, *Advanced English Indonesian dictionary* (Jakarta: Modern English Press, 1991), 470.

³ Sandra Lee Mckay, *Teaching English as an International Language* (New York: Oxford University Press, 2002), 9.

important part in human life and contributes to all aspects, such as; social, politic, culture, technology, economic, education, and so on. So, however the people in the world must be mastered English language to make easy communicate with other.

English as an international language is very urgent for Indonesia as a development country to communicate with other countries. English language has strongest influence of communication and so it is in Indonesia. English language is a subject that has been studied or applied at institution of education in Indonesia. Indonesia has used English language in every sector for a long time. Thus, English lesson is studied in all school levels. English as a first foreign language is considered difficult to learn by Indonesian students, because they feel that learning English is new something for them. It is caused by the role of mother tongue and spoken in the native language that they used since childhood.

English are consists of four language skills, those are speaking, reading, listening, and writing.⁴ These four language skills should be learned by anyone who English learning. So, they can use language well, particular express their ideas either oral or written language

As one of four language skills, writing skill considered as the most difficult because it must be involving grammar mastery, spelling, and vocabulary. However, writing skill should give to students for it is a part of language learning and will useful for them.

Written English more formal than spoken English. When speaking English, someone frequently use short answer and sometimes ignore the grammar. While writing, it involves grammar structure, verb tense, vocabulary, punctuation and others. Therefore, the students often complaint and did not interest to express their ideas through written English.

Writing is an important part of the curriculum in the schools from the earliest grader onward and that most

⁴ Jeremy Harmer, *How to Teach English (An Introductive to the Practice of English Language Teaching)*, (Pearson: Longman, 1998), 5.

children in countries that most children have a formal education system will learn to write, at least at a basic level in the setting⁵.

Further, based on writers' experience during practice teaching in SMAN 6 Pandeglang on the first grade, the writer asked to them to make narrative text and then the writer found the students made some error in grammatical of sentence, their writing in disorder and also some of them did not write narrative text by themselves, instead they copied the narrative text from internet in order to their writing product is good without they thought and did by themselves.

From the statement above, it can be defined that the students being weak in English, especially in their writing skills, commit multiple errors as they have been inadequately exposed to learning of second language. in second language learning the error or mistake will always occurred. Indeed, to learn second language is more difficult rather than learn mother tongue because the both have different structure. Because of that, to avoid some error in students' writing especially in narrative text,

⁵Sandra Lee Mckay, *Teaching English as an International Language*,.5

the writer want to know what are the causes of the mistake that they made when writing narrative text and the difficulties are faced by the first grade students in writing narrative text.

In this research, the writer involves narrative text to finding the kinds of difficulties students in writing narrative text. It is because, narrative text is the most popular text that always learned in the class from first grade until third grade and the students are difficulties understand in writing narrative text.

Based on the explanation above, the writer is interested in analyzing students' difficulty in writing narrative text. Narrative text is choosing as specific genre to teach because of it is social function and it's familiarity students' life. In addition, it was stated in the syllabus that teacher should teach narrative text as one genre. The writer would like to carry out a research under the title **AN ANALYSIS OF STUDENTS' DIFFICULTY IN WRITING NARATIVE TEXT (A Case Study at First Grade of SMAN 6 Pandeglang)**

B. Identification of the Problem

Based on the description above, there are some problems that can be identified as follows:

1. The students find difficulties on writing narrative text
2. The students are less motivated to write based on their idea
3. The students are difficulties understand in writing narrative text.

C. The Limitation of The Problem

Based on the identification of the problem above, the writer limits these studies on analysis studies' difficulties in writing narrative text focused on aspects of writing. Hopefully, from this study researcher can discover the root problems of the students in writing on narrative text at the first grade of SMAN 6 Pandeglang especially in aspects of writing.

D. The Research Question

According to limitation of the problem above, that writer gets the problems as follows:

1. What are students' difficulties in writing narrative text at the first grade of SMAN 6 Pandeglang?
2. What are the factors of students' difficulties of writing narrative text at the first grade of SMAN 6 Pandeglang?

E. The Objective of Research

According to the statement, the writer gets the aim of this study as follows:

1. To know the students' difficulties are faced in writing narrative text at the first grade of SMAN 6 Pandeglang.
2. To know the factors caused students' difficulties of writing narrative text at the first grade of SMAN 6 Pandeglang

F. The Organization of Writing

This paper is consisting of five chapters as follows:

The first chapter discusses about an introduction that concludes about the background of the research, identification of problem, the limitation of the problem, the research question, the objective of research, and the organization of writing.

The second chapter explains about theoretical framework, those are the definition of analysis, the meaning of narrative text, the text organization of narrative text, the language feature of narrative text, the narrative writing, the aspects of writing narrative text, the difficulties of writing narrative text, the problems of writing narrative text, the factors of difficulties, types of difficulties in writing, and the way to solve the difficulties.

The third chapter discusses about methodology of research that consists of method of research, the place and time of research, the participant, the research instrument, the technique of data collection the technique of data analysis and data validation.

The fourth chapter explains about the result of research that are description of the data, analysis of writing, analysis of interview and data interpretation.

The fifth chapter discusses about conclusion that are the conclusion and suggestion.