

CHAPTER I

INTRODUCTION

A. Background Of Research

English is one of the most dominating language of the world which is having its impact in human life. Learning English is not only important to get information and education but also for get science and knowledge. Teaching English now has become more challenging. It is known as universal language which means that English is used by many nations.

In learning English there are four basic skills that have to be mastered by students, namely, reading, listening, speaking and writing. The four basic skills are divided into two kinds. Those are productive skills which are used to produce the language to deliver ideas or expression consisting of speaking and writing, whereas listening and reading are receptive skills which are used to comprehend the language that is used to catch and digest meaning.

Among the four basic skills, writing is the most difficult skills. It involves not only generating and organizing ideas, but also translating ideas into readable text. And the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive and

socio cultural competencies.¹ It seems that writing is difficult to learn because it has to do with heart and soul and the mind behind the work and because it needs hard thinking and some process words, making sentence and paragraph. To write well, student must have good capabilities in writing process. Writing involves some language components (grammar, spelling, vocabulary and punctuation).

Writing is one of the basic skills in teaching and learning a foreign language, especially in eight grade at junior high school. In curriculum, one of the standard competences in English subject at eight grade is expressing the meaning in short functional text and monolog text. One of them is narrative text. Narrative text is a text that tells the series of events in temporal section.²

This statement implies that the eight grade students in junior high school must be able to write a text. But it is not easy to write narrative text because the students are usually don't know how to start writing, another problem is the lack of ability to choose topics, recognize language and lack of vocabulary in English, and ideas that wil be developed in paragraphs.

¹Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Camberwell:Acer Press, 2008), p. 56.

²Steven Cohan, *Telling Stories. Theoretical Analysis Of Narrative Fiction*, (London:Tylor and Francis E-Library, 2001), p.1

Based on the writer observation in MTsN 1 Pandeglang, it shows that the eight grade students' writing ability of MTsN 1 Pandeglang was low, and the students have difficulty in composing stories because they lacked vocabularies and motivation. When the teacher is teaching in the class, the teacher doesn't give the students new vocabularies, and the teacher also doesn't give the opportunity to the students to ask the difficult words that they don't understand, it caused the students lacked in vocabularies. Beside that, the teacher only use the text book in learning process, especially in teaching narrative text. And it does not help the students to make a narrative text easily. In this case, the teacher who teaches writing should be creative and should use the suitable technique n teaching writing narrative text. So in teaching and learning process, the teacher needs media to convey the material easier. It has to be a fun learning process so the students could accept the material clearly and they felt comfortable in the classroom.

In this research the writer used fairy tales as teaching media on students writing narrative text achievement. The writer believes that fairy tales is a media that can help students to write narrative text easily and enjoy the teaching and learning process.

According to Hanlon fairy tales are enjoyable and meaningful.³ They stress human experience, history and values. Fairy tales have universal values and plots which add familiarity to students. And also the students usually know fairy tales. Most of them still fond of reading and listening to fairy stories. Thus, their knowledge about fairy tales can facilitate them to learn more about narrative text. So, by using fairy tale as a media in teaching English it can be stimulate the students in learning. And of course as a creative teachers' ability in processing the existing learning media becomes very interesting.

Finally, based on the explanation above, in this research, the writer had media to teach and deliver the material of narrative text, so the writer wants to justify the effect of fairy tale as teaching media in writing narrative text is effective or not tha using textbook. The researcher interested in conducting a research entitled: “*The Effectiveness Of Using Fairy Tale In Teaching Writing Narrative Text (An Experimental Research at the Second Grade of MTs n 1 Pandeglang Academic Year 2019/2020)*”.

³Hanlon, T.L. *General Guidelines for Teaching with folk tales, fairy tales, fables, ballads, and other short works of folklore*(1999)

B. Identification of the Problem

Based on the background of the study, the researcher can identify many problems why the students writing skills of the eight grade students of MTsN 1 Pandeglang are still low. As following:

1. There were a lot student have difficulties in writing English because they can not make sentence well.
2. Students are lack vocabularies in writing narrative text.
3. Many students do not know how to start writing and organize their writing well in order to be coherent
4. The teacher only using text book in teaching learning process not use media to interest the student in writing process.

C. The Statements of the Problem

Based on the background of the above research, the statement of the problem are:

1. How is student ability in writing narrative text?
2. How is the effectiveness of using fairy tale in teaching writing narrative text to the second grade students of MTsN 1 Pandeglang in academic year 2019/2020?

D. The Objectives of the Study

The objectives of the study are:

1. To know the student ability in writing narrative text.
2. To know the effectiveness of using fairy tale in teaching writing narrative text.

E. The Significance of the Study

The study will give advantages for the students, the teachers, the readers, and also the writer.

First for students, they have a new way to learn English. They can be more activity than teachers in the process of learning and teaching.

Second for the teachers, it can know the students ability in writing skill. Teacher use fairy tale as the teaching media because it could make their learning in the classroom is more enjoyable and interesting.

Third, the advantages for the readers is they could get knowledge after reading this study.

Fourth for the writer, by using this method perhaps to writer will get one solution to evaluate.

F. Limitation of the Problem

This research is concentrated on the effectiveness of fairy tale in teaching writing of narrative text at the second grade students of MTsN Pandeglang 1 in academic year 2019-2020 and the scope of

this research is the students' writing skill. The research is in quasi experimental research. It describes the effectiveness of fairy tale in teaching writing of narrative text.

G. Preview Study

There are some previous researcher related to writing performance.

1. The first previous study of this research is arranged by Qibtiyyah, Mariyatul. She was studied in Universitas Islam Negeri Sunan Ampel Surabaya. Her tittle is "The use of fairy tale to improve the students' writing ability the case of SMP Muhammadiyah 4 Gadung Surabaya. The result of this research is o the phenomena happened in school, that the students are faced with some problems such as having lack of vocabulary and grammar mastery while they are practicing narrative writing. From the result of observation in the class, the research concludes that fairy tale minimized the students difficult in writing narrative text. It help the students to produce and organize ideas easily. Besides, most of the students give good responses. Most of the students feel enthusiastic to study writing using fairy tale. Moreover, from the result of students narrative composition. It can be concluded that the students have good improved. The teaching of writing

through fairy tale contributes good progress to the students achievements in writing. When the teacher uses fairy tale the students mean score is improved from 69.26 up to 73.47. They can reach the success criteria, moreover they mean score are higher then the success criteria. Thus, firy tale can give a good improvement on the the students writing ability of writing. The teacher can use it as alternative media when students feel bored with textbook or lecturing method in teaching activity.⁴

2. The second preview study of research is arranged by Gamze Yavas Celik, School Of Foreign Languages, Balikesir University,10145, Balikesir Necatibey. Her tittle about research is “Using Fairy Tales As A Model To Enhance Learners’ Writing Organization Skill”. The research result shows that fairy tale is believed to be effective to improve students writing abilty and also the fairy talehavea considerable positive effect on writing skills from many aspect. Students writing problems can be reduced by applying the fairy tale, where fairy tales are powerful tool to restore comfortable feelings and memories of students and help them in their language learning process so the students can more easily to write. Therefore, fairy tale

⁴Qibtiyyah Mariyatul. *The use of faiy tale to improve the students’ writing ability the case of SMP Muhammadiyah 4 Gadung Surabaya, 2010.*

can be used to improve students writing skill for second grade students.⁵

Tere are many differences from two paper above, the writer uses writing skill, use narrative text in in process of learning writing to make student easy to determine main idea, create problem solving, and the writer use quasi experimental in collect the data. In quasi experimental, the writer take two class for treatment group. Before treatment, the writer give pre-test to two class, but after treatment the writer gives post test only to treatment class.

H. Hypothesis

Hypothesis

Nunan has stated that hypothesis is a formal statement about an expected relation between two or more variables which can be tasted through an experiment. The writer formulates hypothesis as follow:

- a. The Null Hypothesis (Ho): there is no significant effect between students' thaught by using fairy tales without fairy tales.
- b. The experimental Hypothesis (Ha): there is significant effect between students' thaught by using fairy tales without fairy tales.

⁵Gamze Yavas Celik, *Using Fairy Tales As A Model To Enhance Learners' Writing Organization Skill*, Balikesir University,10145, Balikesir Necatibey. 2017.

I. The Organizing of Writing

Chapter I is introduction, consist of the background of the research, the identification of the problem, the statement of the problrm, the objectives of the study, the significance of the study, limitation of the problem, and preview study.

Chapter II is theoretical framework, consist of review writing, narrative text, fairy tale.

Chapter III is research methodology, consist of the method, the population, and sample, the research design, the technique of data collection, and technique of data analyzing.

Chapter IV result of the research which consist of description of the data, data analysis, interpretation, of data and discussion.

Chapter V conclusion and suggestion consists of conclusions and suggestion. The final part of this paper consists of list of references.