CHAPTER I

INTRODUCTION

A. Background of Study

A language is a system of communication that numerous people use to speak with one another. The goal of Language is to speak or provide information from one person to another. Language can be expressed orally, through gestures, or in writing. Language delivery through speech can be done by two or more people in order for a conversation to occur in order convey information. Gesture can communicate language by using our hands, eyes, or other movements our limbs. Meanwhile, writing down ideas, information, opinions or something that we want to convey to the reader is how we deliver language. Students will learn a lot about things they didn't know before, thanks to language.

English is a globally spoken language. Almost everywhere in the world, English is widely used in human communication. Students will learn the four language skills of listening, speaking, reading, and writing in English. Writing is one of the most productive activities among the four skills because it allows students to develop ideas.

Writing is a two-step process the first step is to determine the meaning, followed by the translation of the definition into language.[1] Because the writing process usually describes something that is always remembered, writing can represent what the writer thinks. Even so, there are still many students who often have difficulty starting to find reasons or ideas to write about and producing sentences to be written.

There are several types of genres in writing. The narrative text is one type of writing.[2] A narrative text is a type of text that tells a story that is both fictional and non-fiction. The narrative text is also in the text that contains fantasy, made-up true stories, and fairy tales.[3] Narrative text typically tells an interconnected and exciting chronology. This text is because the narrative text's purpose is to entertain the reader.

The message that tries to be delivered by the text can make the narrative text more critical. So, for the message to be received by the readers, a narrative text must be written correctly, as a narrative text should be reported. Not only must the pattern be followed, but the language features of the narrative text must also be written.

Another important part of narrative text writing is employing language features or significant grammatical features to help the story flow. The grammatical characteristics such as nouns, pronouns, past tenses,

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[1] H. Douglas Brown, *Teaching By principle: An Interactive Approach To Language Pedagogy,* (New York: Addison Wesley Longman, 2001), 336

[2] H. Douglas Brown, *Language Assessment*, (New York : Longman,2004),219.

[3] Septha Mauliani, dkk, *The Analysis Of Difficulties In Writing Narrative Text,* Volume.9, (December, 2019), 116.

conjunctions, phrases, and any other structure that aids the body of the story.[4] In narrative texts, there are certain grammatical characteristics, such as pronouns (e.g., they, she, it), temporal Connectives/ Conjunctions (e.g., one day, after, before), action verbs (e.g., walked, grinned), and the past tense, must be employed in narrative writings (e.g., she walked slowly). It means pupils may find the qualities difficult to comprehend because they must produce concepts and structure them using inappropriate grammatical structures.

Based on the interviews with the teacher and the students, it is possible to conclude that from the students-written text. They are still having trouble writing a text. Students made some errors, such as, as well as missing some language features, lack of vocabulary. The student also has trouble in distinguishing between tenses. The teachers should be aware of whether or not the text produced by students corresponds to the characteristic of the narrative itself. This type of issues must be resolved in order for them to be able to write this text correctly.

Based on the problem, the authors hope to discover mastering language features of narrative text written by students the ninth grade at MTS Negeri 1 Serang and analyze language features in narrative text that written by students the ninth grade MTS Negeri 1 Kab. Serang. This study, titled **"*An Analysis of Language Features on Narrative Text (A Content***

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[4] Knap Peter, and Megan Watkins, Context – text – grammar: teaching the genres and grammar of school writing in infants and primary classrooms, (Text Production: Australia, 1994), 145.

Analysis 9th Grade at MTS Negeri 1 Ciruas", focuses on the language features of narrative text.

B. Focus of the Study

Based on the research background discussed above, the scope of this research is limited to know students' difficulties in writing language features of the narrative text and to know knowledge students' about language features in narrative text. The focus narrative text in this research is legend story. In this study, the language features in narrative text that will be analyzing are noun as a pronoun, time word, verb, descriptive word, use the past tense, direct and indirect speech, and specific character or certain noun as a pronoun.

C. Research Questions

Based on the background of study and limitations of the study, so the research question in this research:

1. What difficulties do students in the ninth grade at MTS Negeri 1 Kab. Serang have in mastering language features of narrative text?

2. What are the language features in narrative text that written by 9th-grade at MTS Negeri 1 Serang?

D. Purposes of the Study

The study objectives are as follows, based on the study's limitations of the study and research question:

1. To identify difficulties in mastering language features of narrative text written by students' 9th grade at MTS Negeri 1 Kab. Serang.

2. To examine language features in narrative text that written by students' 9th grade MTS Negeri 1 Kab. Serang.

E. The Significant of the Study

In general, the writer anticipates that findings of this study will benefit thw following people:

a. Concerning the Students

The students at MTS Negeri 1 Kab. Serang can improve their ability to write English texts, particularly narrative texts. Students can also change what they know about the narrative text language features.

b. For The Teacher

For the teacher the finding of this study assist English teachers in identifying their students' weaknesses of their students in writing and understanding narrative text.

c. For the benefit of the Readers

This study will broaden the readers' understanding of the language features in the text, particularly narrative text.

d. For The Authors

Authors can learn more about linguistic features in narrative text.

F. Previous Study

In this study the writer reviews some report of related researches to enrich the data about analysis narrative text and also to take some approaches to explore the narrative text. The first previous study Dini Utami Mulyaningsih' English Education study program's is the graduating paper, **An Analysis Of Students' Ability In Writing Narrative Texts (A Case Study At One Public Junior High Schools In Bandung)** Written by Dini Utami Mulyaningsih (2013). The researcher, her study focuses on the analysis of students' ability to write narrative texts in terms of schematic structure and linguistic features. In the study, a qualitative case was used. The study's data consisted of narrative texts written by nine junior high school students with low, middle, and high levels of achievement. According to the analysis data, students from the ordinary and moderate achiever groups have insufficient knowledge of narrative writing. It is clear from the texts' schematic structure and linguistic features. Based on the findings, the researcher concluded that students at these levels of achievement still require extensive writing assistance from their teachers. Furthermore, the teacher only needs to remind the student to read the text several times for high achievers to avoid minor errors.

A graduation paper titled **Applying Team Teaching to Improve Students' Understanding of English Narrative Texts** is the second preceding study. May 2015, Vol. 2, No. 2, 119-136, Saiful Akmal's Goethe University of Frankfurt, Germany. Using team teaching to improve students' comprehension of English narrative texts is the title of this study. The purpose of this study is to determine the advantages and tactics for employing team teaching to improve students' comprehension of English narrative texts. The subjects in this research are first-year students of SMAN 4 Banda Aceh. When using team teaching to improve students' knowledge of English narrative texts, the teachers used various tactics. The following tactics were utilized by teachers: (1) At each meeting, and students are presented with an engaging and understandable topic. (2) Organizing frequent group meetings, reading and translating the legend, and conducting quizzes and games. (3) Instructing students to familiarize themselves with the text's overall structure before going to class.

Putri Ulul Apriliyani English Department (2012), Languages and Arts Faculty, State University of Surabaya, published a graduating paper titled **An Analysis of Narrative Text Writing by the Tenth Graders of Acceleration Class at SMA Negeri 1 Sidoarjo**. The narrative, according to the researchers, is a writing genre that is often taught in high school. It needs pupils to be able to read and speak the text fluently. Students must write their story text in written paper using the suitable structure and

language elements. A descriptive qualitative design is used to assess the students' narrative composition that they wrote as part of their writing assignment. The sample of this study is on class x-acceleration, the research instruments in this study are a checklist, an assessment scoring rubric, and the researcher. All of the students' original narrative pieces are also gathered and scored. The results show that all of the samples are fully capable of producing their story composition in terms of generic structure and linguistic features.

Veronika Titin Suhartini, Department of English Education, Indonesia University of Education, wrote a graduating paper titled **An Analysis of Narrative Texts in Textbooks Used by Eighth Grade Students (Systemic Functional Linguistics Perspective)** (2016). The study's goal was to see how well Narrative texts in two different English textbooks met the requirements for Narrative texts and to compare and contrast Narrative texts in two different English books. The study employed the descriptive qualitative technique. The data for this study came from six narrative texts from two separate textbooks. The material's schematic organization, social purpose, and linguistic aspects were examined utilizing the Transitivity system. The results show that (1) four out of six Narrative texts fulfilled the Orientation, Complication, and Resolution schematic structure criteria; (2) five out of six Narrative texts met the social goals; and (3) six out of six Narrative texts met the language features. To summarize,

narrative texts in the two textbooks are similar in terms of linguistic features and process types but not social purpose or schematic structure.

The Analysis of Difficulties in Writing Narrative Text, written by Septha Muliani University of Palangka Raya, Indonesia, is the fifth previous research (2019). The purpose of this study was to look into the difficulties ninth-grade students at SMP Negeri 11 Palangka Raya had in creating narrative text using the general structure and linguistic aspects of the text during the academic year 2018/2019. The study enlisted the help of 20 students as participants. The approach utilized in this study was descriptive research, in which the researchers conducted a writing exam and analyzed the results to describe and explain the facts. The findings revealed that 40% of the participants had trouble generating the generic structure of the texts, i.e., they failed to complete the generic structure of the texts and, in most cases, missed one of the elements. Furthermore, half of the participants had difficulty with narrative text language elements such as past tenses, nouns, pronouns, verbal processes, and direct speech.

The focus of their studies is a narrative text, which is comparable to the subject of our research. The distinctions between their research and my research, as opposed to the first previous research, are that they conducted the study with a different set of participants and in a different location. Dini Utami Mulyaningsih researched ninth grade students at One Public Junior High School in Bandung, Saiful Akmal conducted research with first-year

students at SMAN 4 Banda Aceh, and Putri Ulul Apriliyani conducted research with first-year students at SMAN 4 Banda Aceh. Students in SMA NEGERI 1 SIDOARJO's X-Acceleration lesson, the fourth previous made by Veronika Titin Suhartini textbooks used by eighth grade students, and the fifth previous made by Septha Muliani the students ninth grade students of SMP Negeri 11 Palangka Raya in the academic year 2018/2019. But I will hold the research with student 9th grade at MTS Negeri 1 Serang.

The second differences from first previous research are Difference from first previous research is in research that done by Dini Utami, categorized the subject of the study into some levels achievement based on schematic structure of narrative text that were written. In contrast to Saiful Akmal's prior research, the purpose of this study is to explore the benefits and tactics of using team teaching to improve students' capacity to grasp English narrative texts. Differences from third previous study written by Putri Ulul Apriliyani there is Analysis the narrative composition of the students they write as a writing assignment in groups. In contrast to Veronika Titin Suhartini's prior research, this study aims to determine to what extent Narrative texts in two selected English textbooks meet the requirements for Narrative texts and compare and contrast Narrative texts in two selected English textbooks. Difference from fifth previous research that was written by Septha Muliani to analsis the difficulties in writing narrative text faced by the students, the actual data by conducting a writing test and

analyze the results. Novelty in my research is that I analyzed narrative texts written by ninth graders at MTS Negeri 1 Serang to determine the extent of students' understanding of narrative texts and to analysis language features in narrative texts written by students.

G. The Organization of the Writing

This paper is arranged into 5 chapters, every chapter is divided become several sub chapter until arranging become systematic to more clearly in this paper writing as follow:

Chapter I introduction, The background of the study, the difficulty of identification, the study's limitations, the assertions of the difficulties, the purposes of the investigation, the relevance of the study, the previous study, and the organization of the writing.

Chapter II theoretical framework, The definition of writing, the process of writing, the characteristics of writing, teaching writing, assessment of writing, the definition of narrative text, the general structure of the narrative text, and the linguistic features of narrative text

Chapter III, research methodology, the purpose of the research, the research method, the setting of the research, the instrument of the research, the technique of data collecting, and the technique of data analysis.

Chapter IV the result of the study, it contains the data description and analysis data. Chapter V conclusion and suggestion, it contains the conclusion and the suggestion.