

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among nations all over the world. English has important role in communication in the world. It becomes an international language today. Some country used English as a second language but in Indonesia, English is taught in schools as a foreign language. Consequently, it is a compulsory subject which is tested in national exam in Indonesia.

In mastering English there are four basic skills should be mastered, namely listening, speaking, reading, and writing. Among those four skills, writing is one of the most important skills in learning language. Writing skill becomes a part of language skill that the students have to master since writing skill has an important role in education field.

Writing is not only the activity where the students put their idea and feeling into written text but also organize it to well-form and makes the reader understand about that text, furthermore it is a process where the writer transfers their idea and feeling through word, phrase, and sentences and essential aspect to be mastered by the learners because this is a form of thinking. It means writing is one of the language skills to express idea, thought, feeling, and opinion in written form.

According to Richard and Renandya (2002:309) says that writing consist of many constituent parts and need to consider which ones will be most important for a course; content, organization, originality, style, fluency, accuracy or using appropriate rhetorical form of discourse.

Meanwhile, to find the problem of student in writing, it must understand the process to writing. They are: First, prewriting stage encourages to generation of idea, it seem the activity reading a passage, brainstorming, skimming and scanning a passage. Second, drafting stage is viewed as an important and complex set of strategies, include take time, patience, and trained instruction, it seem the activity using the instructor's feedback, editing for grammatical errors and proofreading. Third, revising stage is the core of process writing, it seem the activity monitoring of one's writing, peer-reviewing for content.

In addition, before student write narrative text, they must know the component of the narrative text. There have three component of the Narrative text. First the purpose is to present a view of the world that entertains or informs the listener or reader. Second the generic structures of the text are orientation, complication and resolution. Third language features in Narrative text are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the characters and settings.

Besides that, at Islamic Junior High School (MTsN 5) Padang applies the 2013 Curriculum. These curriculums have five elements in Teaching. There are observing, questioning, exploring, and communicating. This

elements help teacher to measure the competency students overall and evaluation it with three aspect like cognitive, affective and psychomotor.

The nature of learning language in 2013 Curriculum is based on the cognitivist's view, in which language learning will be meaningful for learners if the content of the lesson is related to their prior knowledge and experience. Learning language must involve learners' gradual thinking skills, starting from knowing, comprehending, using analyzing, synthesizing, and evaluating what they have learnt (cognitive aspect). In this view, language learning must facilitate learners to receive and perceive what they are learning, to organize, to comprehend them fully, and to implement them in their attitudes (affective aspect). In addition, learning language must involve learners' physical skills starting from receiving, concentrating, imitating, practicing, and adapting the acquired skills to the real life situation that they are facing, and building the relatively new skill (psychomotor aspect).

Based on 2013 Curriculum, the goal of teaching and learning process of English is the scientific approach. Scientific approach aims to lead the students to reveal the facts and the values by themselves and to develop the creativity in thinking. Creative thinking is very important to the students, with creative thinking, students are able to create something new to cope with their problems.

Based on the observed was held in MTsN5 Kota Padang, writer found that the student's problems in writing. When writer observed the situation when the students were studying narrative text, most of them were lack of

motivation. When the students were asked to write a text, they did not know how to write well. Many of them were lazy to write that text. It can be the students do not know how to start writing, they have no idea, and even they have limited vocabulary. They also have different capability, that was why most of them have lack motivation and some of them are higher motivation.

The next problems that writer saw from the sample of students writing was about the content of the text. They have no idea, it seem students writing is the content of the text and some body cheat each other and difficult to develop their idea. that related to the text written because they just wrote simple sentence on the text without developed them well. After that, they often used incorrect grammar on the text and some of them mastery of vocabulary on the text is like Indonesian- translation.

Furthermore, the process of the teaching was dominated by teacher. The students did not have chance to show their ability at class. The teacher just explained about the topic in front of the class and sometimes asked question to the students based on the book, where the students just sat on the chair, follow the teacher's instruction. It had no interactive activity when the class in progress.

In addition, when the process of teaching, the teacher just spoke in front of the class and the students just focused on material narrative text without any question even giving the idea. They did not do work together and also discuss. Sometimes the teacher asked the students to take note about important thing from the topic. For the homework, the teacher just asked the students to look for a text on the internet. However, it did not

engage them in the process of teaching overall and how to teach them to write well. After that, the teachers did not using text book and dictionary to help student learn.

This is the students' achievement in writing narrative text in MTsN5 Kota Padang, when the researcher done the observation in the field.

Table 1.1 Students' Mean Score Mid Test Preliminary Observation In Islamic Junior High School (MTsN 5 KotaPadang)

No	Class	Number of students	Mean score
1.	IX ₁	36	66,7
2.	IX ₂	36	57,8
3.	IX ₃	34	68,0
4.	IX ₄	34	64,2

Source: Teacher's Report of MTsN5 Kota Padang

Furthermore, the evidence that writing ability was difficult for students in the Junior High School (MTsN 5) Kota Padang looked on students tasks in writing of narrative text. After evaluating of their writing, it was found that the students did not have sufficient capability in writing. I seem that the students could not generate their ideas because their limited vocabulary. The student cheat one and other text, it seem the content of the text narrative same.

In teaching writing especially, there are several strategies that can be used by the teacher in teaching writing. First, Cornell Note – Taking Strategy (Pauk, 1974), this strategy provide students an organized and efficient method of taking lecture notes or notes from a text. In addition, copy change strategy also can be used in teaching writing. Second, Focused

Free Writes Strategy (Unrau, 2004), this strategy assists students in clarifying and organizing ideas and thoughts related to a specific topic or reading passage. Third, Text Structure Strategy (Readance, 2000), this strategy helps students understand how to use features within a text to facilitate understanding and recall of information.

Finally, to overcome the problem that faced by the students in Islamic Junior High School(MTsN 5) Kota Padang, I offered a strategy for the teacher in the process of teaching writing and it makes the students to be better in writing based on the problem faced. One of the alternative strategies that can be used by the teacher is Story Impressions Strategy.

According Brunner (2011) Story Impressions Strategy is pre-writing activity that supports reading comprehension and vocabulary development. There have five step to apply it. First, activate background knowledge by introducing the story. Second, provide a listing of words, phrases, or clues that are key to the understanding of the text. The order of the word listing should correspond with the storyline. Third, after students have read the words, ask them to brainstorm how the words may be connected in the story. Fourth, explain to students the purpose for reading is to determine how closely their predictions were to the content of the text. Fifth, students or teachers should record impressions of students on paper.

There are some reasons why researcher using Story Impressions Strategy. First, the teacher do not use this strategy yet in the classroom, because after two times I came into the class, the teacher uses the same way in teaching where the teacher explain about the topic on the book in front of

the class and the students take note behind. There is no discussing between each student. Second, based on my previous study some of researcher just see whether Story Impressions Strategy give significant effect towards students writing ability where I want to see it in terms of content, organization, language use, vocabulary, and mechanic.

To solve the problem above, the researcher try to apply the Story of Impressions Strategy in teaching writing process of Islamic Junior High School (MTsN 5) Kota Padang and conduct the research on title: **“The Effect of Story Impressions Strategy toward students’ Writing Ability in Narrative Text.”**

B. Identification of Problem

Based on the problems stated in the background, researcher concludes the aim of identification problems as follows: *First*, the students do not transfer or develop their ideas in written form and make a link among the ideas. *Second*, the students cannot express their ideas or opinion well because their vocabulary is limited. *Third*, the teacher strategy cannot have effect to the pupil learning English. *After that*, they are low motivated to write. *Then*, students have less enthusiastic.

C. Limitation of Problem

Based on the identification problem above, researcher limits this research only focuses on the effect of Story Impressions Strategy toward students’ writing ability at class IX of Islamic Junior High School (MTsN 5) Kota Padang.

D. Formulation of the problem

Related to the limitation above, researchers formulate the problem as follow:

What extend does story impressions strategy influence student's writing ability in narrative text at MTsN 5 Kota Padang?"

E.The Purpose of the Research

The purpose of this research is: to find out the effect of Story Impressions Strategy towards students writing ability in narrative text.

To achieve this purpose, and then describe component writing based on Jacob theory, include:

1. Content: means the writer understand main point and all of information to the topic.
2. Organization : means the writer understand about coherence and cohesion, controlling idea and relationship of ideas within and between paragraphs.
3. Vocabulary: means the writer understand about vocabulary accurate, idiomatic, word form mastery, and appropriate register.
4. language use: means the writer understand about verb tenses, effective complex constructions, number, and word order.
5. Mechanics: means the writer understand about spelling punctuation, capitalization, paragraphing, and handwriting.

F. The Significances of the Research

I hope that the result of this study will solve the students' and the teachers' problem in learning and teaching English, especially writing.

Furthermore, it will give more information to candidate of English teacher; it can be applied in teaching English and become a good English teacher.

G. Definition of Key Term

1. Effect : Particular look, sound, or impression.
2. Story Impressions Strategy : strategy that used by the teacher to guide the students in writing a text through presented key word and phrases derived from a text. (Kandula in Oktarini 2003:223)
3. Narrative Text : deal with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution. (Sudarwati 2005; p.72)



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