

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is very important for students because it has many roles in their daily life. Writing can help them to learn language to reinforce the grammatical structures, idioms, and vocabulary that they have learned. They also can write essays, reports, and research papers for their lesson tasks. (Brown, 2001:336). The importance of writing can be seen from the fact that scientific books, novels, reports, letter, commercial advertisement are product of writing.

The application of teaching writing in the classroom should be creative by various teaching technique and strategies in the classroom. In order to create communicative learning process, appropriate teaching technique can give the students' opportunity to write, so that, the teaching learning process should be able to create students centered. It means that the students are not only as the participants of the activities but more than that, the students become subject in learning process. So the teachers' task is to be facilitator and monitor in learning process.

However, based on researcher's observation in Senior High School 2 Solok, it was found that the teacher have lack of attention in improving students' writing. It could be seen in the teacher's technique when she was teaching

writing. Teacher explained the meaning of narrative text while wrote it on the whiteboard. After that, teacher asked students to read the example of narrative text in the text book. Then, the teacher ask the students to write the other text, if the students could not finish their work, the teacher asked them to do their work at home and collected it in the next meeting. It can be concluded that teacher has not directed the students to write, teacher has not developed students knowledge and skills required to do the process of writing.

Whereas based on curriculum 2013 learning process must use scientific approach. A scientific approach in learning all subjects involves digging information through observing, asking, reasoning, trying, and communicating. And more effectively, teachers are able to inspire learners to improve and develop the sphere of attitude, skills, and knowledge. At the time the teacher asked, at that time also a teacher guide or guide the students.

For subsequent, the teacher confessed that teaching writing is the most difficult lesson to be taught for, because it did not support by students' mastery of vocabulary and grammar, they were lack knowledge about that. They think writing is difficult and they also feel reluctant to write in English because they get difficulty to transfer the meaning from Indonesia into English and they have limited vocabulary and they also get problems in writing, especially in writing paragraphs and sentences, e.g. arranging their writing into cohesive and coherent paragraphs, constructing the sentences, using appropriate grammar, punctuation, spelling, word order, etc. In addition, the students have low motivation to

learning English; the students said that English lesson is not interesting subject. They were easy boring as long the learning process. Students less confidence to perform material in front the class and fear raised hand to propose questions to the teacher, this phenomenon was identified that the students has problem of their motivation in learning process.

That was found the students got low score in writing English, and the table is below show that the students got low score in writing:

Table 1
Students' Writing Score in Narrative Text

Number of Students	Indicators					Total score
	Content	Organization	Vocabulary	Language use	Mechanics	
34	570	465	375	387	88	1885
Mean score	16,8	13,8	11,2	11,4	5,6	58,8
Total	30	20	20	25	5	100

The table show students' writing skill was low. It was found that most of students insufficient competent. They made some grammatical errors, wrong choice of words, had limited vocabularies, frequently made spelling errors, etc. In writing text, the students could not write the correct order of generic structure, reach purpose of the social function, and use certain language features. It can be

concluded that students could not master and understand how to write, the serious problem was students low in mechanic.

The teachers need effective organizing in teaching and learning process, as it is known that the teaching and learning process is the process from meeting to closing, main opening, main activities, and closing. Harmer (2010:50) stated that effective trick to success in learning of second language is emphasizing of three aspects: *Engage, Activities, and Study (ESA)*. These three elements must be conducted in every kinds of language learning activity in the class.

To get a good achieving of teaching and learning process, the teacher must carry out the strategy, method, and technique in the process of teaching and learning of writing. So do another factor, such as: students' enthusiasm in learning process, supporting of facility and environment, material etc. when all the element is running effective, the learning objective will be achieved and vice versa, when the process of teaching learning have some imbalance such as ineffective teacher strategy, the low of student's enthusiasm, trouble of environment and soon, it would become a problem in achieving learning goals, so that the learning objective will not reached maximally, and the teacher must use good and interesting technique and it can make the students was challenged and was not bored in learning English. The teacher can use different technique and more creative than usual such us by using mind mapping technique, dyadic essay, peer editing etc.

Students' motivation is one element which arouses students to be active and enthusiasm in learning. Motivation is greatly affect to the success of student writing, can know that motivation's sources came from intrinsic and extrinsic. According Brown (2000:76) intrinsic motivation is arousing of students' selves, it coverage into some domain element that is: students' efficacy, students' mastery orientation, students' attribution and students' regulation. Then, extrinsic motivation came from external influenced such as: affiliation needed, reward and punishment etc.

Regarding the explanations above, the main problem of this research is why do the students tend to have low skill in writing narrative text? Related the background above, it is important to do a research entitled to **“Teaching and Learning Process of Narrative Text at Senior High School 2 Solok”**.

B. Identification of the Problem

Based on the background above, this problem has significant correlation with the style of teaching learning process of writing. Based on my preliminary study, there are some problematic happened in the teaching and learning writing, that is: 1). The teacher's technique in conducting teaching learning writing is less effective and does not attract student's attention. 2). The students' motivation in learning English is low; there wasn't students' maximal preparation on learning process and no enthusiasm in learning. So that I can stretch the problematic

happened, that is: 1) Problematic of the teacher's technique, 2) Problematic of student's motivation.

The factors above that have a very real function for success of English writing. Teacher's strategies will determine how the learning style takes place effectively; a good strategy encourages students to be active learning. Subsequently, the role of the teacher in the learning process greatly influences to the success of learning writing. Teacher's ability to maximize the roles will give the success effect of the teaching learning objectives. So do the students' motivation, motivation is greatly affect to the success of student writing, because motivation is one element which arouses students' to be active and enthusiasm in learning process.

C. Formulation of the Research

The problem of this research is formulated as follows:

1. How does the teachers' technique in teaching and learning process of narrative text at Senior High School 2 Solok?
2. How does the students' motivation in learning writing narrative text?

D. Limitation of the Study

The focus of the research on study the problematic happening in teaching and learning writing concern on; 1.The Problematic of the teacher's technique in

conducting teaching and learning writing 2.The Problematic of Students' motivation in learning writing.

E. Purpose of the Research

Considering formulation of this research the purpose of the study are:

1. To analyze the teachers' technique in teaching and learning process of narrative text at Senior High School 2 Solok.
2. To analyze students' motivation in learning writing of narrative text at Senior High School 2 Solok.

F. Significance of the Research

The result of the research hopefully will give contribution for:

1. Students' learning motivation become important affect to the result of students' learning. It will drive students to arouse their spirit to achieve subject study. But students' low motivation give greatly affect to their writing result. This research was important to do, to find out the basic problem related to the students' motivation problems. The result of this study are expect to be an awareness for the students' to build their motivation to learn, furthermore for the teacher to should gives serious attention to build students' motivation.
2. English teacher of Senior High School 2 Solok can develop the technique in teaching narrative text. This study is expected to describe students' low skill

in writing narrative text. So those, teacher can pay attention to their way in teaching narrative text.

3. Research can improve the knowledge about teaching and learning process. In addition, this research also conducts as one of requirements to pass my study at UIN IB Padang.

G. Definition of Key Terms

1. Writing

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic (Hyland, 2003:9).

2. Teaching Technique

A teaching technique can be taught of san an activity which affects the learner's decoding process, that is how the learner will learn the desired information, concept, generalization and/or skill (Dhand, 2008:XIV)

3. Learning

The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing

4. Narrative text

Narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time (Keraf, 1989:136)

5. Motivation

Motivation is the extent to which you make choices about goal to pursue and the effort you will devote to that pursuit (Brown, 2000:72)



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