

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Writing is an inseparable skill students have to improve while studying foreign languages. According to Nunan (2003), writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. Meanwhile, Harmer (2007) stated that writing is a media of communication through writing message. Byrne (1988) stated that writing is the process of communication that introduces graphic symbols such as word, and sentence later formed become good paragraph that convey a message to the readers.

According to Richards and Renandya (2002:303), writing is the hardest skill for second language learners to be mastered since second language learners have to put attention to various aspects of writing. It requires complex thinking. In writing process, we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It is considered as the most complicated language skill to be learned, compared to other language skills. The result that writing can be interpreted as systematic words, so that the information reached can be understood by the reader. The writer who wants to bring the ideas need to be able to organize the use of words in sentences. It is not easy because not

always all readers understand someone's written language. It is important for them, especially in mastering narrative text.

In this case, the researcher realized that students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. The teaching method used by the teacher usually uses the conventional way and the students feel bored and uninterested in English class, even some of them are noisy and did other activity, rather than paying attention and explaining to the teacher. In addition, the students were also passively involved in teaching and learning process. Therefore, progressive-minded teacher tried new methods which can be used to improve the teaching learning process and to motivate students to learn.

Writing skill can be improved well using appropriate technique. The technique that needed to improve writing skill is to express ideas and organize words into good sentences. One of the techniques that can make students feel easy to write and organize their ideas is flowchart. The technique of flowchart is one of the strategies that effective in teaching writing. Mujilan (2012) states flowchart is a system that used to show the process of information like logic flows, input, output, data storage; and an operational process such as physical flows, activity, and entity. Nathan (2016) flowchart were a schematic representation of the logical structure of a computer program.

Research conducted by Riandini, et al (2019) discuss the effectiveness of flowchart technique in teaching writing procedure text, it showed that flowchart was effective in teaching writing procedure text of tenth grade students at SMA

Negeri 1 Parigi Tengah. The second research conducted by Syukur and Wahyono (2021) examining the effectiveness of flowchart technique significantly affects students' abilities in writing paragraph.

Flowchart technique can also be applied in teaching writing because it makes the students more interested to write. In this case, writing narrative text using Flowchart is very effective because it facilitates the students to solve their problem with a systematic way and can makes the students' ideas more arranged orderly. As the complementary and to strengthen the result of previous studies, this study tries to investigate the use of flowchart in improving students writing ability. Accordingly, this research uses the title: Improving Students' Writing Ability of Narrative Text by Using Flowchart.

B. Research Question

Based on the identification study above, the researcher tries to improve student's ability in writing of narrative text by using flowchart. Therefore, the research question of this study is "How can flowchart improve students' writing ability of narrative text?"

C. The Objective of the Study

The objective of the study is to improve student's ability in writing narrative text after using flowchart at SMKN 1 Ngasem.

D. Significant of the Study

1. For Teacher

Teacher can use the strategy to improve the students in writing ability especially in narrative text by applying flowchart. Applying this method, teacher gets appropriate method to improve in teaching learning activity.

2. For Students

The application of flowchart can make students more interested in teaching learning process. Moreover, it helps students to improve their ability in writing narrative text.

3. For Researcher

The result of the study will answer the curiosity about the applying of flowchart to teaching writing narrative text.

E. Scope and Limitation

This study concentrates on the use of flowchart in teaching writing narrative text. Narrative text includes in short functional text. In this study, narrative text is taught for the students in a short form not for complex form.

F. Definition of Key Terms

1. Writing

Writing is a communication formed by text to deliver idea, concept, or intention.

2. Teaching writing

Teaching writing is giving information systematically about how could we produce an expression, letter, or information in written.

3. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

4. Flowchart

Flowchart is a diagram that shows step-by-step progression through a procedure or system especially using connecting lines and a set of conventional symbols.