

## CHAPTER I

### INTRODUCTION

This chapter presents an introduction of the research paper that describes background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of the Study

Writing is one of important skills in learning English as a foreign language. We can share everything that we want freely in written form. However, communicating through writing is considered more difficult to use than spoken form. This is probably due to the condition that Hamp-Lyons and Heasley (cited in Nunan) state, that writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired. . . .<sup>1</sup> This statement is also supported by Robert M. Gorrel and Charlton Laird, they state that:

Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything at once, and the student of writing needs to study everything at once. A writer produces words, sentences, paragraphs, and extended composition all the same time; words must be spelled, sentences punctuated, and paragraph unified.<sup>2</sup>

For teacher of foreign language, writing lesson has a difficulty and this is also true for their students. This problem becomes a basic reason of why students

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<sup>1</sup>David Nunan, *Second Language Teaching and Learning* (Boston: Heinle&Heinle, 1998), 91.

<sup>2</sup>Robert M. Gorrel and Charlton Laird, *Modern English Handbook* (New Jersey: EaglewoodCliffs N.J., 1962), 1.

only accept minimum supports to write a good text. Students mostly deal with theories but less practice on how to use the skill. Yet, Indonesian students face a lot of text genres to be learned such as: recount, narrative, procedure, exposition, description, and report. Moreover, the text type focused in this study is Narrative.

Narrative is the text which dominantly and frequently taught to the junior high schools and senior high schools students. Narrative text is a composition which tells about story. It can be factual and non-factual narrative text. Factual narrative text is kind of narrative which is related to the real story, for instance: someone's experience, adventure, and historical event. While, non-factual narrative text is kind of story which is not real happening in our lives. For instance: myth, fairytale, legend, and fable.

In the tenth grade of senior high school the students have been taught narrative text, and they have to be able to write their own narrative text. Although the students have learned about narrative text it is not easy for them to comprehend narrative text. They have to recognize the generic structure and language features of narrative text.

Besides, the difficulties in writing occur when the students want to start their writing. The obstacles can appear from students themselves and the environment. The first difficulty is when the students are asked to write a narrative text, they do not have any idea to be written. Not only that, the other difficulty occur when the students know what they are going to write, but they cannot organize it well because the lack of their vocabulary. Facing that problems,

the students should be able to develop their writing skill by practising it in particular time.

There is a study that had been conducted related to the analysis of narrative text, the research of Indra Bayu Segara which is “An Analysis of Narrative Text Features in A Short Story Written by Third Grade Students (A Case Study of English Literature Study Program at STIBA INVADA Cirebon)”.<sup>3</sup> In the research, the researcher found narrative features that the students applied and ignored when writing narrative text as well as factors that made students ignored features of narrative text. The researcher used the theory of Emi Emilia. Emilia states that narrative generally includes the following language features, those are using connective that show sequential time, using past tense, using action verbs that show what happen, using verbal processes, using descriptive language in describing someone or something.<sup>4</sup>

Besides, there is Putri Ulul Apriliyani and Himmawan Adi Nugroho who have applied the analysis of narrative text.<sup>5</sup> The researchers investigated the narrative text writing made by the tenth graders of acceleration class at SMA Negeri 1 Sidoarjo. The researchers divided the students into three groups based on their ability in mastering English and nine students are taken as representatives. The study found that some students still made some errors when applied generic structure and language features of narrative text. The error that mostly appeared in

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<sup>3</sup> Indra Bayu Segara, “An Analysis of Narrative Text Features in A Short Story Written by Third Grade Students”, (STIBA INVADA, Cirebon).

<sup>4</sup> Emi Emilia, *Pendekatan Genre-Based Dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi Press, 2011), 93.

<sup>5</sup> Putri Ulul Apriliyani and Himmawan Adi Nugroho, “An Analysis of Narrative Text Writing Made by the Tenth Graders of Acceleration Class SMA Negeri 1 Sidoarjo”, Vol. 1 (2012).

the students' narrative composition is the use of past tense as dominant tense in their text.

Another previous study is "An Analysis of Students' ability in Writing Narrative Texts", belongs to Dini Utami Mulyaningsih.<sup>6</sup> The researcher focused on the analysis of students' ability in writing narrative texts in terms of schematic structure and linguistic features. The researcher's data of study are nine junior high school students' narrative texts that come from low, middle, and high levels achievement. The researcher found that the students from low and middle achievers have not enough knowledge of writing narrative. Furthermore, for high achiever student, the teacher only needs to remind the students to re-read the text for several times to avoid some mistakes.

This research only focuses on the analysis in language features of narrative text that exist in students' writing, and the researcher does not divide them into several groups. In this research the researcher chooses the second graders of SMAN 8 Kediri to get the data. That is purposively chosen as a research setting, because in the second graders of senior high school the students have been taught narrative text. Therefore, the researcher chooses class XI IPS 2 to conduct the research, because based on observation during the teaching practicum in SMAN 8 Kediri, the researcher found that most of the students, especially at class XI IPS 2 faced difficulty when they were asked to write a narrative text. They are lack of ideas and vocabularies, it make them prefer to copy and to paste from the internet when they got a task to write.

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<sup>6</sup> Dini Utami Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Text", *Journal of English and Education*, Vol. 1 (2013).

Based on the explanation above the researcher wants to know the students' result in writing when they are asked to make a short story and how well the students' understanding language features that exist in narrative text. So, the researcher chooses the title "**AN ANALYSIS ON LANGUAGE FEATURES IN NARRATIVE TEXTS WRITTEN BY THE SECOND GRADERS OF SMAN 8 KEDIRI**".

### **B. Problem of the Study**

Based on the background explained, the researcher proposes the following research problem:

What are language features in narrative text written by the second graders of SMAN 8 Kediri?

### **C. Objective of the Study**

The objective of this study is to know the language features in narrative text written by the second graders of SMAN 8 Kediri.

### **D. Significance of the Study**

Findings of this study are expected to give detail information for the teachers, students, and researcher.

For the teachers, they know how far the student's capability and the problems that are faced by the students in organizing paragraph on writing

session. The result of students' writing can be a good input for teachers in conducting teaching and learning process to have a better method.

For the students, it can help them understand well not only in applying paragraph organization, but also the language features on making a narrative text. It also improves the student's mastery of English writing session in the future.

For the last, the researcher expects that the result of this study might be used as a reference for other researchers who conduct the similar problem.

#### **E. Scope and Limitation of the Study**

This research will have scope and limitation. The scope of this study is the students' short stories in writing narrative text. The writing is produced by students at class XI IPS 2, in second semester of SMAN 8 Kediri in the academic year 2014/2015.

In this research, the researcher focuses on language features of narrative text written by the students, and using Emi Emilia's theory when analyze it. The researcher also limits the students' assignment by selecting the title of the story, which is "Love Story of Cinderella".

#### **F. Definition of Key Terms**

In order to avoid ambiguity and misunderstanding, several terms used in this paper are clarified below:

## 1. Writing

Writing is continuous process of thinking and organizing, rethinking and reorganizing.<sup>7</sup> It means that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied.

## 2. Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).<sup>8</sup>

## 3. Language Features

The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.<sup>9</sup>

## 4. Short Story

A short story is a piece of prose fiction which can be read at a single sitting.<sup>10</sup>

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<sup>7</sup>Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate: Paragraphs and Essays* (University of California, San Francisco: Longman, 2002), 11.

<sup>8</sup>“English Glossary”, *Australian Curriculum, Assessment and Reporting Authority*, (December, 2012), 3.

<sup>9</sup>Ibid., 2.

<sup>10</sup>J. Menrath, *Definition of the Short Story*, 2003.