

## **CHAPTER 1**

### **INTRODUCTION**

This chapter is divided into several sections. They are as follows: background of the study, problem statement of study, objectives of study , scope and limitation of the study, significances of the study, and definition of key terms.

#### **A. Background of the Study**

In the context of English Language Teaching (ELT), teachers need to teach English which is relevant to the student's current situation and the teachers should find good strategies in teaching in the class. Believe that writing is as an important skill in the EFL setting. It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously.

Based on the four language skills, writing is not easier others. This can make students lazy. They need to open their minds to design their heads and develop key ideas for forming phrases, sentences and paragraphs. Students also need proper vocabulary to write well. Troudi and Nunan, (1995) stated that writing emerged in society as a result of cultural changes that created new communication demands. Writing is difficult because you have to master many aspects such as vocabulary, grammar and ideas.

Writing is a skill to organize thoughts and writer ideas that are often performed in daily life. Writing is not a skill that can be acquired by people naturally. Lenneberg (in Brown 2001: 334) states that human beings universally learn to walk and to talk, but that swimming or writing are culturally specific, learned behaviours. Writing also useful for students in completing education successfully. The students should get sufficient writing practice. These practice are supposed to stimulate the student's skill in writing and expressing thoughts in a good message. Without practice, it is impossible to write well and effectively because writing is not a natural ability which one can automatically and easily acquire this ability. Students should have enough writing practice to acquire this skill. The practice are intended to stimulate the students' skill in writing expressing thought in a good passage (Kartawijaya, 2018)

Writing seems difficult for both native and non-native speakers Alamri (2019). Writing requires strong thinking in order to create good and easy-to-understand words, sentences, and paragraphs. Because every writer must maintain a balance between several aspects of writing, such as purpose, content, audience, organization, vocabulary, mechanics, etc. Writing is the act of communicating messages, such as ideas, concepts, experiences, or information, to others Efendi ( 2017).

Writing, the process of expressing thoughts or thoughts in words, should be leisurely. Everyone has the same right to share or blow up what's on their mind. Writing can be very enjoyable if you have the ideas and the tools. So many people devote their whole life to writing. However, writing is not an easy

task, and to write a good article, you do not have enough thoughts or thoughts. Besides, if action is for the science of writing.

Students should also increase their vocabulary to work in a variety of genres, including non-declarative texts, report texts, narrative texts, and procedural texts. Writing is a basic form of communication that allows people to interact with and learn from others. Learning to write helps students understand how to construct ideas and construct meaning. That is, it is a process similar to the one you use for reading. Instruction in areas leads to improvements in both writing and reading Robert J. Tierney and Timothy Shanahan ( 1991.).

Students face many challenges when writing. Sometimes students don't speak vocabulary, grammar, and word structure. Students can improve their vocabulary by reading a variety of texts and memorizing them. In this way, Student can create different texts/genres with different vocabulary to keep the text good. We offer a variety of stories telling strategies to improve students writing skills.

The use of short stories, especially in the classroom, provides students with opportunities to learn new vocabulary and different writing styles. Gradually, students will be able to use selective vocabulary in their essays and construct sentences and paragraphs perfectly. In addition, using short stories in EFL classrooms can create a supportive learning environment.

The unique feature of this stories is of interest to learners of English as a foreign language. This strategy can stimulate the intellectual and emotional

engagement of EFL students if the teacher selects the appropriate stories based on the student's knowledge level.

According on Pardede (2011), short stories can be used a powerful and motivating tool for ESL/EFL learners to develop their writing skills, as it can serve both as a model and give a context for creative writing. Thus, this paper tries to prove that suitable selective short stories facilitates the students and can develop EFL learners' language learning process. Also, short stories can be used as a valuable tool for improving the sub skills of writing, i.e. vocabulary development, development of ideas, grammar and the logical and critical thinking.

Strategy is important because the resources available to achieve these goals are usually limited. Strategy usually involves setting goals, defining actions to achieve them, and mobilizing resources to accomplish them. A strategy describes how a goal is achieved by means (resource). This is usually the task of defining a strategy.

Strategies can be perceived or manifest as performance patterns as an organization adapts to or competes with its environment. This includes activities such as strategic planning and strategic thinking. Researchers are interested in learning how to teach writing. Because writing pedagogy can help students better understand if they want to write text, and writing is the application the student sees, hears, thinks and reads. This strategy is very important for students.

At SMA Negeri 4 Kediri, the researcher will conduct observations as well as met with an English teacher in class XI. The researcher observed when the teacher explained the writing material using short stories and found that the students' writing have some problems. They would be unable to exchange concepts and develop their ideas effectively in writing.

According the interview, the students suffered in writing. They are also afraid of making mistakes given the lack of vocabulary, so students' motivation to writing tends to be low. Many of them do not complete their homework; some look sleepy, daydreaming, and uninterested in the learning process. To address this problem, teachers must develop strategies to increase students' motivation to writing, especially narrative texts.

Seeing some previous research, the reseacher is interested in conducting research by "Using Short Stories in Teaching Writing: A Case Study At SMAN 4 Kediri" The researcher chose short stories as their research question because they want to motivate and create an impression on students. Learning stories helps students to spend much more time thinking and showing themself. While creating an impression comes when someone starts to dare to express an opinion or imagine a stories in public, or when the teacher explains an interesting stories that the students will always remember. As a conclusion, short stories are more useful than other media in the teaching and learning process, especially when writing narrative texts

## **B. Research Question**

Based on the research background above, this research problem can be formulated as follows:

1. How does the teacher implement using short stories in teaching Writing at SMA Negeri 4 Kota Kediri?
2. What are the problem and the solutions face by the teacher in using short stories in teaching writing at SMA Negeri Kota Kediri.?

## **C. Objective of the study**

1. To Describe the teacher implementation of teacher in using short stories in teaching writing at SMA Negeri 4 Kota Kediri.
2. To Explain the teacher plan using short stories in teaching writing at SMA Negeri 4 Kota Kediri.
3. To know the teacher evaluated using short stories in teaching writing at SMA Negeri 4 Kota Kediri.
4. To know the teachers problems and the solutions in using short stories in teaching writing at SMA Negeri 4 Kota Kediri.

#### **D. Significances of the Study**

##### 1. for the Teacher

The results of this study will be useful for teachers, because teachers can understand the needs of students and know the lack of student skills, especially in writing, so they can provide / use materials, assignments, methods, techniques that are appropriate for teaching their students.

##### 3. For the Students

The results of this study can be used to it can motivate students in the English Writing learning and helps to the students understand the materials more easily.

##### 4. For The Other Researchers

For the researchers, hopefully the results of this research can provide useful information and encourage them to conduct deeper studies on enhancing students' writing skills using short stories.

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

In this study, researcher only focused on teachers' strategies in Writing using short stories at SMA Negeri 4 Kota Kediri. The subjects are English teachers who teach writing in using short stories in the class XI MIPA with a total of 33 students and teachers who will be studied are Mrs. Yuli.

## **F. Definition of key Terms**

### 1. Writing

Writing skills are a skill that can help us put all our ideas and imaginations into writing which can eventually become a stories that can be enjoyed by others.

### 2. Narrative Text

Narrative text is an article that contains as imaginative stories to entertain the reader.

### 3. Short Stories

Short stories are pieces of fictional stories from novel or stories that usually only discuss a few characters that can be read by readers.