

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses the following: the first is the background of the research, the second focuses on the formulation of the third research objectives, the four research significances, the fifth is the definition of key terms, and the sixth researchers explain about the covid-19 pandemic, the last being the organization writing.

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

Today, people acquire English as their social language. English as a function of international language needs to master four basic skills, speaking, listening, reading and writing. Of the four basic skills mentioned above, writing is much more difficult, because in English it requires correct grammar. Writing English takes practice to develop skills and understand correct grammar and good organization. According to Oshima & Hogue (1991, p. 1), good writing in English requires correct grammar and good organization. So that students write well Able to have correct grammar and good organization. Moreover, writing is a process, not a product (Oshima and Hogue 1991, p. 3). This means that in writing, we need practice to develop these skills. Writing practice can make you believe and make your writing easy. Furthermore, through writing students can share what they feel, think and share their opinions with others. Latulippe (1992, p. 2) states that writing is a way of telling others what you think. You could say the way to express ideas in our minds is not only by speaking, but also in writing. In English there are several types of genres, such as narrative, descriptive, and exposition (Biber, 1988 cited in Hyland, 2004).

Especially in writing narrative texts, it is very important for students to study narrative texts, in narrative texts that show how people react to events or experiences, explore or explore social and cultural appreciation and entertain the audience and and make students rich in knowledge making students creative. According to Joyce & Feez, (2000:24) narrative is a story that involves many people who aspire to many problems and can solve problems. Characters in narrative stories show how they face or react to problems or events or experiences that explore cultural and social, entertain and appreciate the reader or audience. It aims to keep the audience entertained, and attract the attention of the story listener or story reader (Derewianka, 1990; Joyce & Feez, 2000; Anderson & Anderson, 2003; Gerot &

Wignell, 1994). When we want to write a narrative text story we will write a narrative text story about a story in the past. Narrative text is a text that aims to entertain or entertain the reader about what happened in the past and to entertain the audience or readers with a different understanding or imagination of the audience. The generic structure of narrative text consists of (a) orientation, which tells about the main character of the story, as well as the place in the story and the time of the story. (b) Complication, when there is a problem in the story, the story starts to get tense. (c) Resolution, is the organizing aspect of the text that shows how participants solve problems or crises, for better or for worse. Narrative paragraph tells about a story that happened in the past. (Managers, 2008). According to Soeprapto and Darwis (2007), the social function of narrative texts is to entertain the reader and deal with representative or actual experiences in different ways or with different imaginations. From the above definition, we can conclude that narrative is telling a story that happened in the past by using a sequence of events or chronology and a sequence of events that entertains the reader. And according to Knapp and Megan (2005), narratives can not only entertain the audience but also narratives have strong grammar, events with generic narrative text structure, text structure, text organization and strong social roles, and contextual grammar. Writing narrative texts is very important for students, to be more imaginative and have a lot of knowledge and vocabulary of English and make students creative, and develop better language understanding and improve reading skills. In addition, teachers play an important role for teacher students who are required to be able to train students' skills in writing narrative texts. As stated by MacMahan, Day, Funk, and Coleman (2010) that writing is a language process that involves organizing thoughts. In learning to write, students must master the knowledge of essay writing activities so that students are able to produce good writing. Teachers must train junior high school students' knowledge of narrative essays, so that students' ideas can be expressed in written form. In the activity of writing narrative texts, the problems that often arise are when arranging words into sentences, sentences being arranged into one paragraph, and so on until they become a complete composition. This writing activity produces an essay based on someone's idea that has been told in writing so that it can be read and understood by others (Karawasa, Barasandji, and Budi. 2015). Therefore, research conducted on the analysis of students' difficulties in writing narrative texts is very necessary, especially with the covid-19 pandemic, teachers also cannot meet face to face with students, maybe only a few times, that also makes teachers unable to be optimal in explaining the material. optimally.

In line with finding problems, previous researchers have investigated students who have problems with narrative texts and this researcher has found many problem factors that affect students' difficulties, including difficulties in determining ideas and difficulties in studying narrative texts. In previous research also examined students' difficulties in writing meticulously by Masyhud (2010), it was found that there were several problems experienced by students, there were six problems faced by students in writing, namely limited ideas, students' difficulties in choosing suitable ideas, and no one checked students' writing, students' writing motivation is low, students' inability to share ideas, and students' difficulties in understanding the material. In addition, based on Masyhud's previous experience, during his teaching practice in grade 1 of SMAN 6 Pandeglang, he asked them to make a narrative text and then the writer found that the students made grammatical errors, their writing was irregular and there were some errors. Among them, they do not write narrative texts themselves, but copy narrative texts from the internet so that their writing products are good without having to think and do it themselves.

In addition, the second previous study also observed the problem factors faced by students in writing narrative texts, another research conducted by Tomi Haryadi Andisa Putra (2018). English is now a popular subject in the country. In terms of writing, especially narrative texts, students really need to master the use of proper grammar. In the second grade of SMA Muhammadiyah Mataram where this research was conducted, research on analyzing student errors in writing narrative texts used a written test and a questionnaire. The purpose of this study was to determine the types of errors made by second grade students of SMA Muhammadiyah Mataram in writing narrative texts. In collecting data, students were given assignments in the form of writing narrative text tests and questionnaires to support the data. The written test result data given to students shows the types of errors that students make in writing narrative texts. The types of errors made by students showed 22% errors in deleting words, 30% in adding words, 37% in writing incorrect explanations and 11% in placing words in sentences. Next, data from the questionnaire was added to the causes of errors made by students in writing narrative texts. The data shows that 57% of students have less knowledge in writing narrative texts, so they make mistakes in compiling narrative texts.

From the previous authors, the first and second authors both found problems faced by students in writing narrative texts, including difficulties in choosing ideas, students' difficulties in understanding the material in compiling narrative texts. From the two references, the writer finds the weakness of the two references, namely the lack of explaining

other factors because there are many other factors that cause students to have difficulty in writing narrative texts, including students who have never read or worked on practice questions in English lessons, especially in writing narrative texts. and lack of understanding of grammar at home, lack of students' English vocabulary. They are less enthusiastic in practicing or speaking in everyday English, lack of motivation from them in writing English texts and less learning at home and less focus when the teacher explains the narrative text lessons. There are also teachers who are less motivated, less attractive and innovative in learning methods, making it difficult for students to learn and write narrative texts. From there, the authors find out what their weaknesses are and look for other factors such as students' problems in writing narrative texts during the COVID-19 pandemic, which other researchers have not investigated. Therefore, the author wants to examine what researchers have never researched, namely examining what factors make students difficult in writing texts. story. The author chose the school he wanted to study, namely MTSN 6 Tulungagung in grade IX, Why did the researcher conduct research on student difficulties in writing narratives for grade IX students at MTSN 6 Tulungagung because MTSN 6 Tulungagung is one of the best schools in Tulungagung and has many students who excel in academic and non-academic fields, especially in the field of English achievement. At MTSN 6 Tulungagung wants to examine whether there are problem factors that affect students in writing narrative texts,

In this study, the author involved narrative texts to find out the various difficulties of students in writing narrative texts. The reason is, narrative text is the most popular text that is always studied in class from grade one to grade three and students have difficulty in understanding writing narrative text. Based on the description above, the authors found other problem factors and problems during the Covid-19 pandemic that had not been studied by previous researchers, so researchers needed to analyze students' difficulties in writing narrative texts. Narrative text was chosen as a special genre to be taught because it is a social function and student intimacy. Therefore, the author wants to do research based on the title "Students' Problems in Writing Narrative Texts for Class IX Students at MTSN 6 TULUNGAGUNG".

## **B. Focus on Formulation of Research Question**

Based on the description above, there are some problems that focus on formulation of research question as follows:

1. Causes of problems' faced by grade IX MTSN 6 Tulungagung students
2. What are the factors that make students have problems in writing narrative texts?

## **C. Purpose of The Study**

Based on the identification of the problem above, the author limits or specifies this research to a problem analysis study in writing narrative texts that focuses on the writing aspect. The goal, from this research, researchers can find the root of the problem or solve a problem for students in writing narrative texts in class IX A MTSN 6 Tulungagung, especially in the writing aspect. To find out what are the difficulties or problems of students in learning to write narrative texts at MTSN 6 Tulungagung, and also to find out solutions to overcome students' difficulties in writing narrative texts so that students no longer have difficulties in writing narrative texts at MTSN 6 Tulungagung.

## **D. The significance of the Research**

The results of this study are expected to contribute in two ways. is the theoretical and practical way.

1. Theoretically, this researcher is expected to be useful for all, especially future researchers who want to research about this, this research is expected to provide broad knowledge, especially in the field of writing in English. Furthermore, the researcher also hopes that this research can be useful for students who want to know what problems students face in writing narrative texts. or solutions in writing narrative texts
2. Practically, this research is expected to be useful for students to find out some common mistakes that students usually make in writing narrative texts. So, they won't make up for the same mistakes. In addition, students are also expected to be able to overcome their difficulties in writing

narrative texts. This research is also expected for students to be more active in developing activities in writing.

#### **E. Definition of Key Term**

To avoid misinterpretation, the researcher provides key definitions terms used in the study area:

1. Narrative text is a story of the imagination, it just entertains people and it is about events that occurred in the past which consists of problem solving as legends, fairy tales, myths, and folk tales.
2. Writing ability is that every living individual has varying abilities. This ability is built by several factors such as physical condition, intelligence, strength, ability, ability. Without these factors a person cannot do well. Ability is the ability, ability, strength to complete tasks. Writing as for indirect communication with other people. An attempt to express everything that is in the concept of thought in the form of written or written language. Therefore, writing is an activity that requires the ability to express ideas, ideas, and writing in written language.

## **F. Pandemic Covid-19**

A Pandemic Covid-19 is defined by Merriam -webster as an outbreak of the disease in large geographic areas, such as a few countries or continents, and it generally affected a large portion of the population

## **G. The Organization of Writing**

This paper consists of five chapters as follows:

*The first chapter* discusses the introduction which concludes about the background of the research, focus on formulation of research question, purpose of the study, the significant of the research, deficit of the key term, pandemic covid-19 and the organization of writing.

*The second chapter* describes a review of related literature, frame work, about writing, about narrative text, about writing difficulty, pevious study, operational concept abd pandemic covid-19

*The third chapter* discusses the research methodology which consists of research methods, place and time, participants, research instruments, data collection techniques, data analysis techniques.

*The fourth chapter* explains the research results, description of the data, interview analysis, question and answer, data interpretation

*The fifth chapter* discusses conclusions, namely conclusions and suggestions.