

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, present seven topics related to this research. Those include background of the research, formulation of the research, the purposes of research, the significance of research, scope and limitation of research, and definitions of key terms.

### **A. Background of the Research**

English is an International language. It is important for us to understand and master English. It is the most commonly used language among foreign language people. Throughout the world, when people with different languages come together they commonly use English to communicate.

Kaul (2000:2) defines that communication is “a two-way process in which there is an exchange and progression of ideas towards a mutually accepted direction or goal.” Additionally, Hazard (2008:58) says communication is the exchange of information, thoughts, and messages between two or more people. The exchange of thoughts and messages can be had by gestures, signs, signals, speech or writing. People are said to be in communication when they discuss some matter, or when they talk on telephone, or when they exchange information through letters. Basically, communication is sharing information, whether in writing or orally.

As mentioned above, so writing is part of communication process. All of writing symbol that used to share and to exchange between individual and group belong to written communication. It's related to Kushal and Ahuja (2009:140) statement, "written communication involves any types of interaction that makes use of the written word. It is one of the two main types of communication along with oral/spoken communication." Written communication can take place via: letters, faxes, emails, reports, memos, or advertisements.

Written communication involves the activity in using of written to send a message from one point to another in daily life. Usually written communication is important for any business entity to carry out the daily business activities. It helps in maintaining records of business transactions. Additionally, words are believed more than spoken words. It's just human psychology to believe something that we see in writing than something says. It easily found in written documents that can serve as evidence in a court of law if and when required. So here, written communication has essential part in human interact. But, to make the written language clarity and ease to a far larger audience than through face-to-face or telephone conversations, needed good writing skill.

At present, writing is one of the English skills that must be mastered by every English learner especially by the student of English Department. Almost every day in their academic life, they are demanded to write for many purposes. Along with reading comprehension, writing skill is a predictor of

academic success and a basic requirement for participation in civic life and in the global economy. It is understood that any important information always use written documents. When people will apply for a job, they must be asked to give their personal information in a written form. Moreover, when they want to apply a scholarship or a job abroad they will definitely be given a test to determine their competencies in writing. So, during as the students in college, they must improve or develop their writing skill especially in narrative writing. By comprehend the narrative writing, the students will be easier in communicating their ideas such as via online or blog, and of course, a well written CV or resume including work experience with no spelling or grammatical mistakes is essential if the students want a new future job.

However for the students, the written one is the most difficult skill of language. Based on the opinion of students, they meet some difficulties in writing activity. Some of the students faced difficulties in completing writing tasks that required creativity or critical thinking. They also faced problems in proofreading and in writing grammatical sentences. Other difficulties encountered by the students included not being able to decide on the correct tenses. Some also encountered difficulties in finding suitable words to say what they meant.

From the phenomenon, as the teacher, they have a crucial task to help students to become better writers. According to Harmer (2004:41) among the tasks which teachers have to perform before, during, and after student writing

are demonstrating, motivating and provoking, supporting, responding, and evaluating.

Additionally, in doing the task, the teacher is expected to use teaching strategies that make the students' writing proficiency increased. As Oxford (1990:1) state that the improvement of learner's proficiency deals with how the teachers strategy in teaching, because teaching strategy applied by every teacher has to able to improve the students language performance in term of the four skill. According to Djamarah and Zain (2010:15) strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' effort in creating environment that enables for students to be involved in teaching and learning process. So, the teachers are expected to improve their skill for organizing some component of teaching learning, such as material and method.

The effective writing program can be reached by selecting the various strategies. According to New South Wales Department of Education and Training (1999:28) there are some strategies that can help the lecturer in teaching writing, they are modeled writing, guided writing, and independent writing. From these strategies is hoped to increase students writing ability.

There are some studies related to the teaching strategies above. Nasution (2011) did a study in order to investigate the teachers' strategies in overcoming students' difficulties in writing descriptive text and the reason of using strategies. From his study, he found some strategies that are applied by

the three English teachers at SMPN 1 Kramatmulya. Those strategies were modeled writing, guided writing, independent writing, cooperative writing, writing conference, material scaffolding, content scaffolding, number head together, and making diary. The reason of the teachers used the strategies are to develop the students' background knowledge in preparation for writing, to lead to greater motivation towards learning, to facilitate the understanding in integration of new information, to provide opportunities for reviewing of knowledge, practice and discuss of topic, to overcome the students' difficulties in generating ideas in writing, and to help the students why they are doing work and why it is important, and to make writing as habit for students.

The next study comes from Maasum (2005). It has attempted to investigate the effects of cooperative learning in enhancing the narrative writing performance of from one student in an urban school. In their research, the finding indicated that he students perform better n the post-test compared to the pre test after the inclusion of cooperative learning in narrative class. The findings lend credence to the positive effects of cooperative learning in enhancing writing performance.

Regarding with the previous studies, this study has some differences compared to the previous studies. In terms of the aspect of being research and the subject, the researcher tries to investigate writing teaching strategies in different text, and the subject is University lecturer who has taught specific writing course, that only focus on teaching narrative writing.

In this case, teaching writing strategies is purposed to the way of teaching how to write some kind of text. As we know, there are many kinds of texts in English, such as narrative, descriptive, spoof and many more. In the University especially in English major, the students try to write some text in English. In the English 2C of IAIN Tulungagung, the students learn how to write narrative text in fictional and nonfictional. In a narrative writing, a writer tells a story about a real-life experience or fiction in chronological order. A good story is one that can capture readers' interest and imagination. A writer places a personal experience within the context of a larger theme, such as a lesson learned. When writing a narrative essay, a writer not only has to tell a good story, but also convey why the story has meaning. Narrative writing is suitable course to be taught in early semester, because it will be students' interest in writing by write the joyful story first. For the beginners in university, narrative text would be better to try or create free writing and generate their ideas to explore whatever the students want to write without any rules as like grammar or structure. The following step, the students should try to make a good writing by using correct grammar or structure so that to be an interesting story.

In English 2C class, the narrative writing lecturer has long experiences in teaching learning that just focus in one language skill, writing area. She also has some strategies to reach the learning goal. Besides that, the students are active and respects about the lecturer's explanation although some of them are making noisy. The lecturer invites the students to write by using a

good strategy such as the lecturer ask the students to play games to stimulate students' idea. Besides that, the lecture also uses concrete media such as movie and letter to support student comprehension in writing structure and how the author developing idea. The student to be active because of the strategy applied by the teacher is more given priority in writing process than the product. The lecturer has to motivate the students to more creative and interest in writing activities are running.

In the teaching learning activities sometimes, there are factors which affect students' writing in class. One of them is the difficulties in developing the ideas and the class situation that sometimes is bored. Hence, the lecturer should motivate them because those conditions are not making perfect in study but it's as problems in student's writing progression.

Based on the statement above, the lecturer has to have a strategy to make the student ready to write and increase the students' writing skill. By applying the correct strategies in teaching and learning process, the lecturer are able to evoke the student's confident to speak actively and correctly.

Finally, based on the phenomenon above, the researcher should carry out a research entitled "A STUDY ON TEACHING STRATEGIES USED IN TEACHING NARRATIVE WRITING AT SECOND SEMESTER OF ENGLISH DEPARTMENT OF IAIN TULUNGAGUNG".

## **B. Statement of Research Problems**

Based on the background of research, the problem of this research is followed:

1. What are strategies applied by the lecturer in teaching narrative writing at second semester of English department of IAIN TULUNGAGUNG?
2. How do the students opinion of teaching strategies in narrative writing at second semester of English department of IAIN TULUNGAGUNG?

## **C. Objectives of the Research**

Referring to the formulation of the research problems above, the aim of the research are:

1. To investigate the strategies are applied by the lecturer in teaching narrative writing at second semester of English department of IAIN TULUNGAGUNG.
2. To investigate the students' opinion of teaching strategies in narrative writing at second semester of English department of IAIN TULUNGAGUNG.

## **D. Significance of the Research**

Firstly, this research can be used as reference to other researcher who wants to investigate about teaching strategy in narrative writing in second semester of English department at IAIN TULUNGAGUNG.

Secondly, this research can be a reference by the teachers or other writing lectures. They will know the strategies how to improve the students' ability in writing skills and the result of the research is expected



to be able to enrich the teachers or lecturers' knowledge to increase their strategy in English learning especially in writing skill. She/he can apply the strategies based on the result of the research. Finally, in teaching narrative writing the teacher or lecturer do not emphasize in teaching the theory, but also emphasize in practicing writing. So it will be very good to improve students' narrative writing skills based on the result of the research.

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

In this research is limited to the second semester of English department students of IAIN TULUNGAGUNG. The limitation focused on the research problem which discussed on the lecturer strategy in teaching narrative writing at second semester of English department of IAIN TULUNGAGUNG that includes narrative text as an instructional material.

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

From the research problem above, this research is focused on lecturer strategy applied in teaching writing to support student's writing mastery in second semester of English department at IAIN TULUNGAGUNG. In order to avoid misunderstanding about the term used in this research, some related terms are needed to be defined.

- 1) Writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. (Hampton:1989)

- 2) A narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. (Barwick, 1998:4)
- 3) According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve the purpose which has been plan.