

## CHAPTER I

### INTRODUCTION

In this chapter, the writer presents: (a) background; (b) the problem of the study; (c) the object of the study; (d) significance of study; and (e) hypotheses

#### **A. Background**

Language is used for communication. According to Algeo (2010, p.2), a language is a system of conventional vocal signs by means of which human beings communicate. Therefore, language is as a communication tool to connect people each other. Without language, it is difficult for people to communicate with others.

One of languages in the world that many countries use for communication is English. In many countries, English is used as first language, second language, or foreign language and also it can become a lingua franca. According to Harmer (2007, p.1), English is not the language with the largest number of native or 'first' language speaker, it has become a lingua franca. In addition, Torghabeh (2007, p.1) states that, English is widely distributed and is currently the primary language of number countries. For this reason, many countries have begun to introduce English even from the early level of education.

In Indonesia, English is taught as a foreign language in every level of education, from elementary to university. Based on National Education and Culture Department (2013), English has been compulsory subject that is classified into the most important subject especially in senior high school (SMA/SMK).

Hence, since it is a compulsory subject, students in Indonesia are demanded to learn and practice their English to support their education as most of academic books and a lot of electronic appliances are set in English.

In learning English, there are four skills that students should learn. They are listening, speaking, reading and writing. One of the four skills of English is writing, a system to record language meaning and word symbol. Coulmas (2003, p.1) states that writing is a system of recording visible (language meaning) and tactile (word symbol). Moreover, writing is emphasized in verse of the holy Qur'an that writing is an important part of learning as follows :

وَمَا كُنْتُمْ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكُمْ إِذَا لَارْتَابَ الْمُبِطُونَ

*“And you did not recite before it any scripture, nor did you inscribe one with your right hand. Otherwise the falsifiers would have had [cause for] doubt” (QS. Al-Ankabut 48)*

As a result, writing as recording language meaning means a process of some words creating to become a sentence indeed a paragraph that has a meaning. Meanwhile, the number of sentences becomes a text that can be understood by the reader when reading the text.

Writing is one of difficult skill in learning English because there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling, coherence and still many others. Those should be integrated to produce meaningful and good coherence writing. In addition, Heaton (1988, p.135) states that, writing skills are complex and sometimes difficult to teach, requiring mastery was not only of gramatical and rhetorical devices but also of conceptual and judgemental elements. Likewise, Asaro (2008, p.30) states that writing is

difficult because of student's inability to organize, start, and end thoughts, or write essays that forced them to rely on previous knowledge. It concluded that writing is not easy skill, because there are many components from the big scale till the little scale should be assessed.

In addition, writing is taught in senior high school students at each semester, the basis of achieved in the English writing subject is the eleventh grade students have ability to develop and produce simple written functional text. There are four kinds of texts in senior high school to be learned, such as narrative text, descriptive text, report text and procedure text that the learning materials are provided in textbook including the task as an instrument to assess students' knowledge. However, the student should use right grammar, punctuation, capitalization, spelling, vocabulary, organization, and the process of writing is complex activity.

It is in line with the result at writer's informal interview with the teacher of English at SMA Nurul Iman, she said that most of the eleventh grade students had difficulties in learning writing skill especially in learning narrative text. Some of the students had difficulties to start writing because they only translated their thoughts from their native language into English. They didn't know what kind of tenses that used in narrative text. They also were lack of vocabulary and difficult to convey their ideas clearly to their audience. Besides, the writer also did interview with the eleventh grade students and gave them some questions about their difficulties in learning writing. They told that, their difficulties in learning writing are about the difficulties to translate their thoughts from their native

language into English, the lack of vocabulary, grammar, ideas. At last, their English teacher never asked them to write simple written functional text like narrative text, descriptive text or others. However, enhancement and teacher's guide will be needed to enable students in having concept in written expressions.

So, based on the writer's preliminary study at SMA Nurul Iman Palembang, the writer found that, the eleventh grade students at SMA Nurul Iman faced some problems in learning writing for example, lack in grammar, and ideas. In accordance with the problems above, the teacher should be creative in choosing an appropriate method or technique in order to make the students able to be enthusiastic and interested in learning English especially in writing subject. One of the strategies that can help students in learning writing is ART (Ask, Reflect, Text) strategy. ART provides students with a means to develop ideas, organize them into a story-structure, and produce elaborate text addressing the seven WWW, W=2, H=2 acrostic questions (Dunn, 2011, p.377). WWW, W= 2, H= 2 is divided into WWW (who is the main character?, when does the story take place? and where does the story take place?) and W=2 H=2 means what happen then?, what happen with other characters?, how does the story end? And the last how does the main character feel?. In writing, Dunn (2011, p.386) offers some outcomes when using ART strategy, helps students who struggled with writing narrative story, helps students to improve their story writing skill. In addition, ART strategy provides teachers with a straightforward process to guide students in producing narrative text.

Based on the explanation above, it is importance to do a research on the eleventh grade students' narrative writing by using ART strategy at SMA Nurul Iman Palembang.

## **B. Research Problem**

Based on the background, the problem of this study is formulated in the following question:

Is there any significant difference on the eleventh grade students' narrative writing achievement of SMA Nurul Iman Palembang between those who are taught by using ART strategy and those who are not?

## **C. Research Objective**

The objective of the study is to find out whether or not there is a significant difference on the eleventh grade students' narrative writing achievement of SMA Nurul Iman Palembang between those who are taught by using ART strategy and those who are not.

## **D. Significance of the study**

The results of this study are expected to give both theoretical and practical benefits as follows:

### 1. Teachers of English at SMA Nurul Iman Palembang

The result of this study can be used as a consideration to increase the teachers' awareness in developing and applying suitable method in teaching English narrative writing.

## 2. Students at SMA Nurul Iman Palembang

The writer hopes by using Ask, Reflect, Text strategy, it will help students to understand their role as a good writer and how to address their readers. This strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way. It is hoped that the students will be more proficient in developing their paragraph writing especially narrative paragraph.

## 3. Next Research

The writer hopes that the result of this study can help other researchers who conduct research at the same subject find this as a suitable reference.

## **E. Hypothesis**

Arikunto (2013, p.110) defines hypothesis as a temporary answer to the problem in the research, until proven by the data collected. The writer proposes two hypotheses in this study ; null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) as stated below:

$H_0$  : There is no significant difference on the eleventh grade students' narrative writing achievement of SMA Nurul Iman Palembang between those who are taught by using ART strategy and those who are not?

$H_a$  : There is a significant difference on the eleventh grade students' narrative writing achievement of SMA Nurul Iman Palembang

between those who are taught by using ART strategy and those who are not?

#### **F. Criteria for testing hypotheses**

To prove the hypotheses, the writer considers the criteria of testing the hypotheses as follows:

- 1) The null hypothesis ( $H_0$ ) is accepted whenever the p-output is higher than 0.05. It means that the alternative hypothesis ( $H_a$ ) is rejected.
- 2) The alternative hypothesis ( $H_a$ ) is accepted whenever the p-output is equal or lower than 0.05. It means that the null hypothesis ( $H_0$ ) is rejected.