# CHAPTER 1

# INTRODUCTION

This chapter presents introduction about the issue of this study. Briefly, it explains five parts t hat consist of background of the study, research question, aimof study, significance of the study, and definition of terms.

## Background of the Study

English as one of the subjects in school has an important role because English is a foreign language, an international language that is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles on science and technology. Therefore, in order to be able to develop science, knowledge, and technology, as well as to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high school to university.

English is taught in schools so that students are able to master four skills, namely listening, speaking, reading, and writing. Harmer (2007:265) states as follows:

“…we use language in four skills – reading, writing, speaking and listening. It is often divided into two types. Receptive skills are the terms used for reading and listening, skills in which meaning is extracted from discourse. Productive skills are a term for speaking and writing, skills in which students actually have to produce the language themselves.”

Of the four skills, writing is the most difficult skill to learn and master, because writing is an active or productive skill so students who are learning to write must learn how to find ideas, and put them into writing. Richards and Renandya (2002:30) stated that “There is no doubt that writing. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with this thought, Brown (2004:218)

In accordance with the basic competencies in the junior high school curriculum, in learning to write, students are expected to be able to write several texts such as letters, short messages, greeting cards, monologues such as descriptive, recount, narrative, procedure and report texts. To produce written products, especially monologues, students must follow the writing steps. Seow (2002: 316) states the following:

“The writing process as a classroom activity combines the four basic stages of writing – planning, writing, revision and editing – and the other three stages that are imposed externally on students by the teacher, namely sharing, evaluating. and post. -write. ...

Teachers often plan appropriate classroom activities that support the learning of specific writing skills at each stage.”

In fact, most students almost never follow the stages of writing in their writings. They often copy texts from students who are good at English subjects. Sometimes they just rearrange random sentences given by the teacher or taken from textbooks.

The above facts often occur in many schools. Based on observations at one school in Garut, it appears that students are rarely taught to write in English. They just do the task and discuss the answer together. When students are asked to write, they are reluctant to write even very simple texts, and their writing products are far from expectations. Actually students are expected to be able to write good texts with good content and coherence, but in reality they cannot do it well.

Students do not have ideas to write. In other words, their minds go blank when asked to write a text, for example a narrative text. Therefore, several media are needed to express their ideas. Some of the media here can be in the form of picture series, comics, films, and animated stories. Of course, each medium has its own advantages and disadvantages. One medium may be suitable for teaching certain skills and may not be suitable for teaching other skills.

In narrative text learning, short animated stories are better used as a medium. Short animated stories are more interesting than picture stories or comics because they are moving pictures, so students will see the action of the characters. Meanwhile, the short animated story is almost the same as the film in the film. However, short animated stories are simpler and have less duration than films. They don't contain too much dialogue so students can catch the content more easily. In addition, the language used in short animated stories is easier and more familiar to junior high school students. In addition, there are many short animated stories on the internet that students can download. The story is about 5-10 minutes long with a full story, while a full story film can be 1-2 hours long. So that in the teaching and learning process, especially in writing narrative texts, short animated stories are more effective than other media.

## Reasons for Choosing the Topic

## As I mentioned above, the fact is that most students almost never follow the writing stages in their writing. They often copy texts from students who are good at English subjects. Sometimes they just rearrange random sentences given by the teacher or taken from textbooks.

## Therefore, my reason for analyzing student errors is: in order to find out whether learning to write narrative based on inquiry can improve students' writing skills so that students are able to write good texts with good content and coherence. on the background and identification of the problem, the writer wants to formulate the problem in this paper as follows: "Is teaching narrative writing in junior high schools using inquiry-based methods to improve students' ability to write narrative.

## Research Question

## Based on the background and identification of the problem, the writer wants to formulate the problem in this paper as follows: "Is teaching narrative writing in junior high schools using inquiry-based methods to improve students' ability to write narrative texts?"

## Hypothesis

* Null hypothesis

H0: Learning to write inquiry-based narratives on improving students' writing skills has not been used effectively.

* Alternative hypothesis

Ha: Inquiry-based narrative writing learning to improve students' writing skills is effectively used.

## Aims of the Study

With regard to research questions, this study aims to "find out whether teaching inquiry-based narrative writing to junior high school students is effectively used to improve student abilities or not".

## Significance of the Study

This study is expected to be beneficial to both students and teachers. The advantages are as follows:

1. For students, this study was expected to be a motivation to improve their ability in writing narrative texts. Besides, the teacher implementation of this study can ease them in writing narrative texts, so that their ability in writing will be improved.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.

For other researchers, this study is expected to be one of references for relevant researches.

## The Definition of Terms

This subsection provides the clarification of some related terms used in this study, they are the definition of writing and narrative.

## Writing

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific (America: The MC. Grow. Hill Companies, 2003).

1. **Narrative**

A. S. Hornby in Oxford Advanced Learner‟s Dictionary defines “Narrative is a description of events, especially in a novel or story, the act or process of feeling a story” (New York: Longman, 2005).It similarly with John Langan says, “Narration is a writer tells the story of something that happened” through narrative, we make statement clear by relating in detail something that has happened to us” (New York: MC Graw-Mill Book Company, 1986). According to Otong Setiawan, “Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers” , (Bandung: Yrama Widya, 2007). On the other hand, according to Pardiyono, “Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers” (Yogyakarta: Andi Offiset, 2007) In Curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

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