

CHAPTER I INTRODUCTION

1.1 Background of the problem

Writing is an activity of delivering message by using written language. In addition, writing is also a creative act because it requires interpreting or making sense of something such as an experience, a text and an event. Nunan (2008, p. 83) said that writing is an instrument in order to show that students had mastered a specific grammatical rule, rather than had a good idea about the subject matter.

There are some importance of writing. The first, writing helps people to express themselves because writing is one of the ways of people in delivering their thoughts for the other people. The second, some people are better at expressing themselves in writing than any other ways. The last, people will get a better understanding when they read it in a written form.

Another importance of writing is that writing can help students learn how to form language, how to spell, how to put together a plot. Furthermore, students learn how to make a logical argument, or how to persuade mainly through writing. Based on the explanation above, it can be concluded that writing is an important skill to be mastered by students and writing can help students to express and learn how to form language. Many students are having difficulties in writing activity because the lack of vocabulary and grammar mastery.

As one of the four language skills, writing skill is considered the most difficult skill because it must involve mastery of grammar, spelling, and

vocabulary. However, writing skill should be given to students because it is a part of language learning and will be useful for them. Writing gives a lot of benefits that can be obtained by students. The benefits of writing can be felt by themselves and others who read the writing. The special benefit of writing activities for academics is being able to provide ideas for a global problem. Language can refer to the experience of human life. All life experiences are expressed when speaking, interacting with other people, and writing them down through written language (Oktaria, Andayani, & Saddhono, 2017, p. 166).

One of the components which are also very important in making writing is grammar. There are many rules in grammar that cannot be ignored, such as punctuation, part of speech, sentence pattern, tense, and other. There are some differences between English and Indonesia, the students often find difficulties in English components, such as spelling, vocabulary, pronunciation and grammar. Because there are many tenses (16 tenses) in English, so students difficult to memorize all tenses. Students are sometimes wrong in choosing the right words. For example the wrong students in using the word “home” and “house”. Being understand what speaker says or writer in English, the students not only should have good vocabulary but also should have good knowladge of grammars. Thus, grammar becomes important component to be learnt by students in English communication in both verbal and written.

Writing is a important part of the curriculum in schools from the earliest grades to final grades. Most children in countries where most of their children have formal education systems will learn to write, at least at a basic level in the neighborhood (Mckey, 2002, p. 33). Therefore, every literate in developed

countries learn basic writing in the mother language, but many express it through themselves clearly, logically and well developed to achieve the desired goal.

The above facts often occur in many schools. Based on the learning objectives on English subjects, students of SMP Negeri 05 Kotabumi that students are expected to be able to express meaning in narrative text and be able to use the simple past tense in everyday life. Students are asked to be able to respond to the meaning and significance of the narrative text accurately, fluently and acceptably. Students are asked to be able to respond to the meaning and rhetorical steps in the narrative text. The students can understand and discover new vocabulary. Then, according to the competency standards of the learning implementation plan, students are expected to be able to understand the meaning of a simple short essay in the form of narrative text to internet with the surrounding environment. Meanwhile, based on preliminary research in SMP Negeri 05 Kotabumi. By interviewing an English teacher on 31 January 2022. The teacher said that they had several problems in writing narrative text. Based on the experience of English teacher while teaching at SMP Negeri 05 Kotabumi in the eighth graders, it was found that the students made some grammatical errors in sentences, their writing was irregular and also some errors. Some of them do not write their own narrative text, but copy the narrative text from the internet so that their writing product is good without them thinking and doing it themselves.

From the statement above, it can be concluded that students who are weak in English, especially in writing skills, make a lot of mistakes because they are not exposed enough to learning a second language. In learning a second language, errors will always occur. Indeed learning a second language is more difficult than

learning the mother tongue because they have different structures. Therefore, to avoid mistakes in writing narrative text, the researcher wants to know what are the factors causing the eighth graders' lack of ability when writing narrative text.

In this research, the researcher involved the narrative text to find the factors effecting students' lack ability in writing narrative text. Because, narrative text is the most popular text which is always studied in class from seventh to ninth grade and students have difficulty understanding in writing narrative text. This research is also in line or relevant to the research that has been done by previous research from Rohani (2020) the title is "Factors of the Low Ability of Students in Reading and Writing Class IV at Sdn 85 Lubuk Linggau City". The purpose of this study was to determine the factors of the low reading and writing skills of students at SDN 85 Lubuk Linggau City. In her research, she explains the factors that influence the students' lack of writing ability. Furthermore. In this study, the researcher took several factors that influenced the students' lack of writing ability, namely students were often lazy or lacked self-motivation, lack of interest in learning to read and write, lack of support from parents, and the influence of classmates. So there are several factors that cause the low reading and writing ability of students, namely internal and external factors.

Based on the explanation above, the researcher is interested in knowing the factors effecting students' lack ability in writing narrative text. Narrative text was chosen as a special form to be taught because it is a social function and familiarity with students' lives. The author wants to do a research with the title The Factors Effecting Students' Lack of Ability in Writing Narrative Text for Eight Graders of SMP Negeri 05 Kotabumi Academic Year 2021/2022.

1.2 Focus of the Problem

The researcher focused on the factors effecting students' lack ability in writing narrative text for eight graders of SMP Negeri 05 Kotabumi academic year 2021/2022.

1.3 Formulation of the Problem

Based on the description above, the research problem is formulated into the following questions:

- 1 What are the factors effecting students' lack ability in writing narrative text for the eighth graders of SMP Negeri 05 Kotabumi academic year 2021/2022?
- 2 Which one the dominant factors effecting students' lack ability in writing narrative text for the eighth graders of SMP Negeri 05 Kotabumi academic year 2021/2022?

1.4 Objectives of the Problem

Based on the formulation above, the objectives of the problem into the following:

- 1 To describe the factors effecting students' lack ability in writing narrative text for eighth graders of SMP Negeri 05 Kotabumi academic year 2021/2022.
- 2 To describe the dominant factors effecting students' lack ability in writing narrative text for the eight graders of SMP Negeri 05 Kotabumi academic year 2021/2022.

1.5 Uses of the research result

The results of this study are expected to provide benefits both theoretically and practically. The uses of this research are:

1. Theoretically

The results of this study are expected to support and strengthen the previous theories that are expected by researcher from the results of this study. Researcher can find new theories, especially about the factors that influence students' lack of ability in writing narrative text and the results of this study are expected to enrich theory in teaching writing skills, especially in teaching writing narrative text for English foreign language learners.

2. Practically

from the result of this research is hopefully will give practical benefit for:

1. For English Teacher

The results of this study are expected to be the basis for knowing the factors that effecting students' lack of ability in writing narrative text

2. For Students

From the results of this study, it is hoped that it can solve practical problems related to factors effecting students' lack of ability in writing narrative text.

3. For Next Reseachers

The result of this research can be used as a reference for the next reseacher who will conduct a research with the same interest.