

CHAPTER I

INTRODUCTION

This part covers the background of the study, the problems of the study, the objectives of study, the significances of the study, scope of the study. the definition of key terms, and the frame work of the discussion.

A. Background of the Study

In learning English, there are four language skills in learning English by students, these are listening, speaking, reading, and writing. To support their speaking skill in the class, the students need good in writing because the written language is like the spoken one. Furthermore, we need an English language as a foreign language in education and technology. Because in internasional world, English is now the world's international language and is studied by more than a billion people in various parts of the world thus giving rise to an industry of English language textbooks and teachers, which explains why in so many schools and universities in countries where English is not the mother tongue it is taught as the first foreign language. He or she want to communicate something as expressed by their utterances to their listener.

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language when to

transfer the information in main effectively.¹ The ability she or he has includes all the correct grammatical aspects of the language. So, writing is a method of representeting language in cisual or tactile form. Writing systems uses sets of symbols to represent the sound of speech, and may also have symbols for such things as punctuation and numerals. As in eminence in other fields, great writers have often had not only their own writing ability but also strong motivation, supportive parents, inspiring teachers, informative literature and direct experiences, as well as exposure to skilful peers and fine writers. While perhaps only one in 100,000 or 10 million can attain the status of a great writer who is long influential and long remembered, all students can be encouraged to write as well as they are able. Thus, parents who themselves write and who encourage, guide and express interest in their children's writing may be exceptionally helpful. From libraries, exchanges and purchases, they may be able to supply their children with magazines, books and other stimulating materials, as well as providing them with interesting experiences for joint discussion. Similarly, teachers may not only conduct skilful lessons but also stimulate all students to become better writers, and identify talented writers for special encouragement and lessons. To become better writers, students may need to read good— even great— literature, that can serve as a model for their own efforts. Hearing and reading about the lives of great men and women writers and how they developed their talents may stimulate them. Direct contacts with professional writers, such as

¹Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p. 2.

novelists and news reporters, may be inspirational. Inquiry and discovery also inspire great writing. Having topics that a person cares deeply about, as a consequence of personal interest and investigation, may prove decisive for a fine writing and even lead to a life devoted to writing.²

In the teaching learning process of English, the teacher should be able to make a good learning situation in classroom. If a teacher can make a good learning situation in classroom and has good media in teaching, the learning objective can be reached well. Teaching is about relationships with students and about achievements of students. Furthermore, the teaching is about establishing effective and affective communication relationships with the students. Effective teachers are effective communicators. They are those who understand communication and learning are interdependent and the knowledge and attitudes students take with them from the classroom are selectively drawn from a complex assortment of verbal and nonverbal messages about the subject, the teacher, and themselves. According to Daniel, question and answer make possible the students to practice and mastery of the topic that taught before they must move to another next topic to increase self-esteem student's feeling and make the students receptive to study go on.³ Furthermore, it was needed to increase self-esteem student's feeling in learning for guiding their skill to study go on.

²Trudy Wallace, Wirified E.S. and Herbert J. W, *Teaching Speaking, Listening, and Writing* Australia: International Academy of Education (IAE), 2004. p. 15.

³ Daniel Muijis, David Reynolds, *Effective Teaching (Teori dan Aplikasi)* Yogyakarta : Pustaka Pelajar, 2008. P.67.

The purpose of English Education Study Program in teaching has been determined by Department of National Education. Based on the school based curriculum , English is a tool communication by spoken and written. Skill to communicate in meaning that perfect is skill to understand and to result the text by spoken and written that practicing in four skill language such as listening, speaking, reading, and writing.⁴ Furthermore, between spoken and written are skills to communicate in meaning that perfect is skill to understand what want to written.

To achieve a language competence the Goverment of Education answers a challenge by using in this curriculum, the students should be able to mastery of compotence such as knowledge, skill, and capability. Hopefully, the students be able to mastery some skills such as speaking, writing, reading, and listening. There are two factors that influenced the students' interested in the learning process. These factors were very influences in the learning process. Firts, an internal factor is related with personality students'condition such as physical condition, and rebound of students. Second, an extern factor is related the activity and the result learning that reached students. According to Misunita in Aunurrahman, the difficulties in the learning process is because of an input, an integration, storage and an output of students.⁵ Furthermore, to solve the problems in the learning process, the teacher needed an approach about personality in

⁴ Badan Standar Nasional Pendidikan, *Model kurikulum Tingkat Stuan Pendidikan dan Model Silabus Pelajar SMA/MA*, Jakarta: BP Cipta, 2006, p.307.

⁵ Aunurrahman, *Belajar dan Pembelajaran*, Bandung: Alfabeta, 2009, p. 186.

understanding the characteristic of students. Related in this topic, there are some previous studies that are; Amin stated, the students problems in writing narrative paragraph in term of content, organization, vocabulary, grammar and mechanics were fair.⁶ There were 70% students having problems in writing narrative paragraph.

In addition, Norviana stated that, the students having problems in writing narrative paragraph in term of content, vocabulary, grammar, and mechanic. The percentage of the students there was 8.9% the students having problems in term of organization, 14.01% about clarity of expression, 35.7% about vocabulary, and 39.2% about grammatical usage.⁷ While, Ulfah stated, the students difficult in determining the appropriate words in context, in tenses suffix and agreement. In terms of mechanics some students still difficult to put period time and comma.⁸

Based on the statement above, many students have problems in learning writing English paragraph in determining content, organization, writing expression and grammar. Consequently, the researcher want to know the factors that make the second semester students difficult in writing narrative paragraph at State Islamic College of Palangka Raya in academic year 2012/2013. And for becoming the subject, the researcher takes at the second semester students of English Education Study Program at State Islamic College of Palangka Raya.

⁶Fajrin Amin, *A Study on the Problems in Writing Narrative Paragraph faced by the second year students of SMP 3 Pahandut academic year 2006/2007*, Palangka Raya: UNPAR, 2007, p. 34.

⁷Norpiana, *The problems in Counstructing Narrative Paragraph faced by the English Education Students Enrolled in the Academic Year 2006/2007*, Palangka Raya: UNPAR, 2007, p. 48.

⁸Mariya Ulfah, *The Students' Problems in writing Descriptive Paragraph Faced by the Fourth Semester Studets of Palangka Raya State Islamic Collage of Palangka Raya*: STAIN,2008 p. 65.

Baside that, writing narrative paragraph is important to study it, so in this study the researcher was interested to investigate what factors that make the second semester students difficult in writing narrative paragraph of English Education Study Program at State Islamic College of Palangka Raya in academic year 2012/2013. Furthermore, the writer will to conduct the study by the title **“The factors that make the second semester students difficult in writing narrative paragraph at State Islamic College of Palangka Raya”**.

B. Problem of the Study

Based on the background above, what are factors that make the second semester students difficult in writing narrative paragraph at State Islamic Collage of Palangka Raya in academic year 2012/2013?

C. Objectives of the Study

The objective of this study is to investigate the factors that make the second semester students difficult in writing narrative paragraph at State Islamic Collage of Palangka Raya in academic year 2012/2013.

D. Significance of the Study

This study has two significances, the first is theoretical significance and the second is practical significance. Theoretically, this study aims to provide contribution to support the theories about written narrative paragraph, especially for the English teacher. Knowing and investigating the factors make the second semester students difficult in writing narrative paragraph at state Islamic Collage of Palangka Raya.

Practically, it is expected to describe the real factors that make the second semester students difficult write in writing narrative paragraph at state Islamic Collage of Palangka Raya. Furthermore, the result of this study probably gives describe the real factors that make the second semester students difficult in learning English narrative paragraph by aims that the students should be able to mastery English narrative paragraph to study it repeatly and deeply.

E. Scope of the Study

In this study, the writer focused on writing and the writer study at the second semester in writing narrative paragraph and the factors that make the second semester students difficult in writing narrative paragraph at State Islamic Collage of Palangka Raya in academic year 2012/2013. The writer limits the study only at one class of writing I at the second semester students of English Education Study Program of STAIN Palangka Raya in academic year 2012/2013, and this study the writer limits that can be used in writing English narrtive paragraph because narrative paragraph is important. Furthermore, it focused on the factors that make the second semester students difficult in writing narrative paragraph at State Islamic Collage of Palangka Raya in academic year 2012/2013.

F. The Definition of Key Terms

1. Factors that make the students difficult in writing because the students having problems to formulate their own thoughts, organizing, and create a written record of

them using the conventions of spelling and grammar. Thirty-five percent of high school graduates in college on their writing does not meet expectations for quality.⁹

2. Writing paragraph as a process is oriented towards work in progress and the development of new skills, rather than merely evaluate tasks, the classroom practices, therefore, will vary from each other.¹⁰
3. Narrative paragraph is a paragraph that has purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds resolution or narrative paragraph usually presents information in chronological order.¹¹

G. The Framework of the Discussion

This study consists of five chapters. It begins with chapter one which discusses the introduction of the study. It consists of background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation of the study, definition of key terms, and framework of the discussion.

Chapter two is review of related literature. It covers previous studies, the nature of writing, narrative text, the features of effective writing, and the factors influence the students in studying.

The next chapter is chapter three which discusses the research method of the study. It consists of approach and type of the study, time and place of the study,

⁹Steve Graham and Dolores Perin, *Writing Next (Effective Strategies To Improve Writing Of Adolescents In Middle and high Schools)*, New York: Alliance, 2007, p. 8.

¹⁰Endang Fauziati, *Teaching English as a Foreign Langage*, Surakarta: Muhammadiyah University Press, 2002, p. 151.

¹¹Suparlan, *Modul Writing for Second Students*: Jakarta Selatan, Fakultas Keguruan dan Ilmu Pendidikan Universitas Utama Jagakarsa, 2009 p. 4. Accessed on sept 25, 2013.

subjects and object of the study, data and source of data, data collection procedures, endorsement of data, and data analysis procedures.

Chapter four is research finding and discussion. It presents the result of the study based on the problems stated in the first chapter.

The last chapter is chapter five. It is closing which consists of conclusion and suggestions.