CHAPTER I
INTRODUCTION

The general information of the study is going to be discussed in this chapter. They are basic consideration, problem statement, objective of research, reason for choosing the topic, objective of the study, significant of the study, scope and delimitation of the study. There are explained as follow:

1.1. Basic Consideration

One of very important skills that should be mastered in English is writing skill. This skill is a very complex process in which numerous and metacognitive activities take place, for instance, brainstorming, planning, outlining, organizing, drafting, revising, and so on. Therefore, the students in mastering the skill itself should be able to understand the intention wants to be achieved, and it should be adjusted with the reader's response. This matter is equally recommended by Tarigan (2008: 5), ''if we can formulate meaning and intention of written form, it should be certainly able to think of readers' response''. Therefore, writing is not only related to identify ideas, but it is also used to formulate and codify ideas or thoughts (Zobel, 1997: 1).

In accordance with the readers' response, there are several different writing forms adjusted with the intention escaped. As being elaborated in Pardiyono (2007: 2) ''writing is divided into eight text genres namely: procedural, descriptive, narrative, recount, anecdotal, expositional, discussed, and news item texts''. Narrative text is being the main research discussed. It is one of English materials have frequently been taught from Junior High School to Senior High School. Particularly, in Junior High School, there are two competency standards should be achieved by students, for instance, the students of class VIII as the subject of this research they are: (1) Understanding the narrative text/essay in interactional and monologue by

using generic structure with accuracy, fluently, and acceptable into daily activities. (2) Expressing the meaning of narrative text/essay in monologue with accuracy, fluently, and acceptable into daily activities.

Narrative text is identically to describe about the story happened in the past. The matter is strongly emphasized in Pardiyono (2007: 93), ''narrative text is the kind of genre texts talking about the events in the past, appears the problematic experience and resolution inside''. It is meant for entertaining readers and giving moral message to the readers. Therefore, to produce the narrative text, a writer should pay attention generic structure namely: orientation, the description of events, and resolution, as the important thing to make written text clear for readers. And this matter perhaps becomes students' difficulties in producing it.

As found in students' learning process in the classroom, there are some mistakes done by students to produce narrative text. Most students did not know what the first step should be taken. This case is strongly based on the researcher's experience and observation in teaching students of SMP Negeri 3 Kota Gorontalo. The researcher found that the teacher still used conventional strategy to teach writing text. In the class, a teacher just gave instruction to students to look for Indonesia narrative text from any medias in such magazines, newspaper, and Indonesia book, and asking them to translate it into English without extending the text clearly. If the students finished translating the text, the teacher would ask them to read their works in front of the class, and others listened and gave comment to the text presented. Besides, the observation has already been supported by the writing students' result in which many students got lower score in writing skills.

From the students' result there were 40% has high scores and the others has low scores. Relatively, the students have been given instruction to write narrative text, but they did not know

what should be done firstly, and what the criteria of narrative text. This phenomenon becomes the description for the result that students are still difficult to produce narrative text.

Exactly, the students' comprehension is not focused on how to produce writing text, but just concentrated on the instruction to translate the text. As result of this implementation, most students of SMP Negeri 3 Kota Gorontalo acquired low score in writing narrative text. They even did not know the generic structure of narrative text itself, so to produce the narrative text is still very difficult for them. Therefore, to improve students' ability in writing narrative text, the teacher should need appropriate strategy.

It is oriented toward the problem occurred, the researcher offers good strategy could help teacher to teach writing narrative text is events chain strategy. It is a kind of concept mapping strategies. Concept mapping strategy is actually to connect the new thoughts or ideas, and they are then put on a paper to become one paragraph or draft. It is meant that to connect Trianto (2007: 162-163) states that ''events chain is a concept mapping strategy could be used for describing events order''. So, the researcher perhaps describes that this strategy is specifically used for events order. The event which is stated in event chains strategy is arranged in order by turning from the beginning of story to the ending. As the part of concept mapping strategies, this is to practice students that are to identify the topic and arrange them in logical forms. It also encourages students' interest to write their ideas (Redcliff et al, 2007: 107; and Mohamed and Omar, 2008: 1).

Therefore, this strategy is good for the first step could be used by teacher to write narrative text. It is because students could be easy to identify ideas to formulate thoughts to be a well paragraph. In particular, this research could be formulated to be entitled: "**The Application of**

Events Chain Strategy in Writing Narrative Text" (A Research conducted in class of VIII[b], SMP Negeri 3 Kota Gorontalo, Provinsi Gorontalo).

1.2. Problem Statement

Based on the general background of the study above, the problem statement is formulated to be "Can the Application of Events Chain Strategy increase significantly students' ability in writing Narrative Text?"

1.3. Reason for Choosing the Topic

The problem statement that is formulated must exactly be emphasized with logical reasons, they are:

1. Students still have difficulties to understand how to produce narrative text. They are hard to what they should do as the first step in writing narrative text.

2. The teacher still uses conventional strategy in teaching narrative text. It is stated through the result of observation found in SMP Negeri 3 Kota Gorontalo, in which the teacher has used translation strategy to teach writing narrative text.

3. Concept mapping is one of great pre-writing strategies to make students easily in learning narrative text in writing.

4. The relationship between events chain strategy and narrative text can make students easily to arrange ideas. Events chain is focused on describing events order rather than others, and it could be seen from the form of narrative text which is a kind of genre texts describing chronological order occurred in writers' life.

5. Studying with appropriate strategy could encourage students to write narrative text easily.

1.4. Objectives of the Study

The objective of the research is aimed to find out the application of events chain strategy whether increase significantly students' ability in writing narrative text.

1.5. Significance of the Study

It is expected that this research contributes some significant progresses in teaching writing skills for several sides, they are:

1. This research gives contribution to English teacher that by using events chain strategy as the first step in writing narrative text can help students to arrange paragraph to be cohesive sentences and coherent paragraph.

2. The events chain strategy can facilitate students to produce new ideas.

3. This research could be used by the further researcher as the reference of research.

1.6. Scope and Delimitation of the Study

1. There are basically eight types of genre texts namely: procedural, descriptive, narrative, recount, anecdotal, expositional, discussion, and news item texts. This research is just concentrated on narrative text.

2. This research is focused on finding out the application of events chain strategy in writing narrative text.