

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

Talking about learning English, is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

As we know that, according to Melly (2006:1) “in writing there are some kinds of writing namely expository writing, descriptive writing, persuasive writing, creativity writing and narrative writing”. From the fifth kinds of these writing, I focused my research in writing narrative text.

Bushel (2011:1) stated that “a narrative text describes an event, feeling or experience in story form or in the order the details of the event happened”. The logical arrangement of ideas and sentence in narrative text is constructed chronologically, they relate events chronological order, that is time sequence in which the events took place. Each story has the beginning, the middle and the ending. It means that, in telling a story the students have to write the events chronologically as well as they can.

According to my experience as long as teacher training (PPL2) at SMA Negeri 1 Gorontalo especially the students of second grade, they are still difficult to write a narrative story. In another side, the school curriculum is expected the

students can mastery the ability in writing narrative story especially how to write the beginning of story, the event in the story and the end of the story. Furthermore, narrative text has its own orientation, complication, resolution and evaluation. It is contrast to the fact that some students found difficulties in writing their own stories in narrative form.

In addition, there are some factors which can influence the students' ability in writing narrative text such as, they do not know how to start to write the story include telling the main character, where the story takes place, when the story happens, how to write the events, and how to compose the ending of story. Based on this reason, I would like to study are in another scholl with the same level have the problemin writing narrative text or not.

I choose narrative as the object of this research, because actually writing narrative text is easy to do even though some students are difficult to write this text. As the reason I would like to apply story map technique for the solution of this problem.

Refers to Saskatoon (2011:1) “ a story map is a visual description of the setting or the sequence of major events and actions of story characters”. This technique enables students to relate story events and to perceive structure in literary selection in composing narrative text. To apply this technique, the teacher has to give the students the concepts of story map, including the steps of writing story map.

By using story map technique, the students have to focus on composing a good narrative text because in writing narrative text, they will write their own

story or re telling a story based on what they have been read also the students have to pay attention to the rules of writing and all components of writing especially grammar, structures and the sentence used on writing narrative text.

Related to this statement above, I would like to conduct a research entitle ***“Developing Students’ Ability in Writing Narrative Text by Using Story Map Technique”***

1.2 Problem Statement

The problem statement of this research is “can the story map technique develop the students’ ability in writing narrative text?”

1.3 Reason for Choosing The Topic

In this part, I would like to state the reason for choosing the topic as follows:

1. Narrative text is a material include in curriculum for second grade senior high school.
2. Story map is a technique of teaching, in this case is technique that can be used in teaching narrative text.

1.4 The Objective of Research

The objective of this research is “to find out whether the story map technique can improve the students’ ability in writing narrative text or not”.

1.5 Significances of Research

This research have some usefull as:

1. For the teacher, it is expected to be useful information in order how to teach the narrative text.
2. For the students, this research can be the media in improving the students's ability in wrting narrative text.
3. For the next authors, this research can be a reference for them to do another research

1.6.1 Organization of Skripsi

This skripsi is organized into five chapters, they are:

Chapter I, introduction, consists of basic consideration, problem statement, objective of study, the significance of study and organization of skripsi.

Chapter II, theoretical framework, consists of what is writing, aspect of writing, what is narrative, concept of story map and the relevance of study.

Chapter III, methodology of research, consists of method of research, source of research, technique of collecting the data and the technique of analyzing the data.

Chapter IV, research finding and discussion, consists of research finding and discussion.

Chapter V, conclusion and suggestion, consists of conclusion and suggestion.

