

# CHAPTER I

## INTRODUCTION

This study focuses on the use of story skeleton to improve students' writing skill in narrative text at the tenth grade students at MAN Ngawi. This chapter discusses: the background of study, the problem of study, the objective of study, the significances of study, scope and limitation of study, and the definition of key terms.

### A. Background of the Study

English is learned as a foreign language started from elementary school to University. English itself is divided into two skills. The first one is receptive skill which is consisting of listening and reading. The second is productive skill which is consisting of speaking and writing. Those skills are very important for students to master it all. Harmer states<sup>1</sup>:

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

According to A.S. Hornby, writing is the activity occupation of writing for examples: books, stories or articles.<sup>2</sup> In addition Harmer states that writing is

---

<sup>1</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Pearson Education Limited, 2007), 265.

<sup>2</sup>A.S. hornby, *Oxford Advanced Learner's Dictionary of Current English Sixth Edition*, (London: Oxford University Press, 2000),1383.

a form of communication to deliver or to express feeling through written form.<sup>3</sup> So, writing is one way for students to express their idea, thought and moreover feeling in the form of written language.

Writing is the most difficult language skill to master. There are many reasons why writing is regarded difficult. According to Simpson, the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.<sup>4</sup> Besides, Richard and Renandya state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.<sup>5</sup>

Senior High School students should be able to write narrative text. It is not such an interesting and pleasure activities for them to write narrative text although the purpose of narrative text is to entertain the reader. They know many stories related to narrative text. But, if they should produce a narrative text, they still get many difficulties such as getting and generating ideas, grammatical errors, choosing appropriate words, spelling and punctuation, etc.

---

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed, (New York:Pearson Education Limited, 2001), 79.

<sup>4</sup>Simpson.1998.*Research in Language Teach* <http://exchanges.state.gov/forum/vols/136/no2>  
Vol. 36 no 2, April- June p. 34. Accessed on June 5th, 2016

<sup>5</sup> Jack C. Richard and Willy A. Renandya, *Metodology in Language Teaching: An Anthology of current Practice*, (New York, Cambridge University Press:2002), 303.

Based on preliminary research on Monday, March 28<sup>th</sup> 2016, students of X MIA 1 admitted that they get difficulties writing especially writing narrative text. Those difficulties are getting and generating idea, compose a story sequence, vocabulary. Besides they also admitted that they just know the generic structure of narrative text but they do not really understand its part. Thus make students reluctant to write a narrative text even they have known many stories relate to narrative text.

Due to students' problems in writing, the English teacher at MAN Ngawi implements a learning media for teaching writing narrative text that is story skeleton. Story skeleton provides a sequence plot structure which can be used as guidance in writing narrative text. Moreover story skeleton covers all components in narrative text such as the character, problem, problem solving, moral value, etc. Story skeleton is used as an outline before students write a narrative text. Students are guided to organize a narrative text in good order. Therefore students can solve their problem. Furthermore, students' writing skill in narrative text improves.

There are some reasons for choosing this school as the research site. The first one is that this school is locally well-known for its good reputation in the town. It is one of the favorite schools in Ngawi. The second is that the English teacher implements story skeleton in teaching writing narrative text. While the tenth grade of MIA 1 is chosen as subject of the research because the tenth grade

is the fresh students which come from different school and also different ability, especially in writing skill.

Narrative text is one of the texts in English that will be taught often and it has quite simple generic structure. Sometimes students still face some difficulties if they write a narrative text. While writing is the most difficult skill in English language. Hence, the researcher is eager to study on THE USE OF “STORY SKELETON” TO IMPROVE STUDENTS’ WRITING SKILL IN NARRATIVE TEXT AT THE TENTH GRADE STUDENTS AT MAN NGAWI. This study is conducted to find out how the use of story skeleton to teach writing narrative text and whether the use of story skeleton is able to improve students’ writing skill in narrative text. The researcher analyzes the process of teaching writing narrative text using story skeleton and whether or not the use of story skeleton is able to improve students’ writing skill in narrative text.

## **B. Problem of the Study**

Based on the background of the problem, the research questions of this study are formulated as follow:

1. How is “story skeleton” used to teach writing narrative text at the tenth grade students at MAN Ngawi?
2. Is the use of “story skeleton” able to improve students’ writing skill in narrative text at the tenth grade students at MAN Ngawi?

### **C. Objective of the Study**

Based on the problem study above, the objective of this study are:

1. To know the use of “story skeleton” to teach writing narrative text at the tenth grade students at MAN Ngawi.
2. To know whether or not the use of “story skeleton” is able to improve students writing skill in narrative text at the tenth grade students at MAN Ngawi.

### **D. Significance of the Study**

The finding of this study is expected to give a reference for teacher for innovation in developing teaching writing. Also it can be a consideration for teacher to implement the media which is useful to improve the quality of English teaching and learning process. Interesting learning media is expected to help students to understand the learning materials. Besides, it will give experience and new challenges for students as an effort to write a good narrative text. In addition it help students to memorize the story through imagine the part of story skeleton in their head. Therefore, by using this media English the students understand about narrative text, either the generic structure or the whole content of the text.

### **E. Scope and Limitation of the Study**

Due to the topic discussion as the problems have been identified above, the scope and limitation of this study is the use of story skeleton in

teaching writing narrative text to improve students' writing skill. And the respondent of this research is tenth grade students of MIA 1 at MAN Ngawi at the first semester 2015/2016 academic year. This study focuses on the use of story skeleton in writing activities which used by teacher to teach writing narrative text.

## **F. Definition of Key Terms**

### **1. Story Skeleton**

According to Oxford Dictionary, story is description of past or imaginary events, whereas skeleton is basic outline of a plan. So, story skeleton is organization of a story which involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.<sup>6</sup>

In this study what the researcher means of the story skeleton is a teaching media for narrative text which formed as human body and contained the detail of the story such as the characters, the setting, the problem, the problem solving, the goal, and the sequence of events in the story.

---

<sup>6</sup>Public School of North Carolina, NC Department of Public Instruction, *Second Language Studies: Standard Course of Study and Grade Level Competencies*. (North Carolina: NC Department of Public Instruction, 2004), 201.

## 2. Improve

According to Oxford Dictionary, improve is to become better than before.<sup>7</sup> In this study the researcher means of improve is to increase the good quality of students' writing in narrative text.

## 3. Writing Skill

Writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.<sup>8</sup> In this study the researcher means of writing skill is students' ability to express their idea in written language which every student has their own ability level.

---

<sup>7</sup> A.S. hornby, Oxford Advanced Learner's Dictionary of Current English Sixth Edition, (London: Oxford University Press, 2000), 652.

<sup>8</sup> Sudaryanto. "Peningkatan Keterampilan Menyusun Wacana Narasi Melalui Penerapan Pendidikan Elektrik". *Cakrawala Pendidikan*. Vol. XX, No. 1, 2001, 64