CHAPTER I

INTRODUCTION

A. Background of the Study

Writing skill is the most difficult and complicated language skill to be learned almost by all the students in every level of education. It is probably because the process of writing usually takes more time to think and needs a lot of ideas. There are some aspects of writing, like: spelling, capitalization, word-choice, and grammar, and the ability make the sentences to become the coherent in a written discourse. It means that before students produce an essay, the students have to comprehend most of aspects related to the aspects of writing.

There are various types of texts in writing skill that can be used such as narrative, descriptive, explanation, recount, exposition, and argumentation. Narrative text will be emphasized by the researcher as a subject to research. It is because narrative text tells about story that can make students interested learning it. Rohmah stated that, "Stories may increase motivation, bring meaning, improve fluency, build language awareness, develop communication

¹Ismy Nia Mazda, Degree of Strata-1, "Improving the students' writing skill by the use of write-pair-share technique" (Malang: Unisma. 2013), 167

and function as stimulus for speaking and writing."²Therefore, the researcher concludes that stories have good advantage to make the students more interested and improve their desire to write something.

According to Barthes and Duisit, "Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, glass windows, cinema, comics, news item, and conversation." On the other word, narrative is telling a fiction event which has purpose to amuse, entertain or informs the readers or listeners. A good written story lets the readers response to some events as if it were own.

Probably everyone agree that good story must have interesting content. When writing a narrative story, it's useful to remember story grammars. The story grammars are the basic parts of a story; they are characters, place, time, problem, and solution. It means that students have to know four elements of narrative text, such as; plot, character, setting and theme. Students are not only required to understand but also have ability to use literary element in writing narrative text. There is the difference of understanding and ability. Understanding is knowing the meaning of something whereas ability is skill to apply what they understand.

²Zuliati Rohmah, Teaching English Joyfully, (Malang: CV Bintang Sejahtera, 2012), 73-74

³Roland Barthes and Lionel Duisit, *An Introduction to the Structural Analysis of Narrative*, (The journal of New Literary History, Vol. 6, Numb 2, pp. 237-272, 2008)

⁴Susan Dymock, *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness* (The journal of The Reading Teacher Vol. 61, Numb 2, 2007)

The students have to describe plot clearly in writing narrative text. It is because plot is like skeleton of the story. Understanding the basic plot structure of stories helps readers to recognize the central importance of conflict. All stories are built around problems, and they will always find characters who are struggling with a particular problem.

Lin kirstensen said that," Theme grows out of plot and conflict. Theme is abstract whereas plot and conflict are much more concrete. Identifying the theme in any story is probably more easily done by taking that which is concrete and then building a bridge that carries us into the deeper and more abstract ideas of the story."⁵

Therefore, theme is an abstraction from a story's complex uses of plot, portray character and depict setting. All stories have setting. It can be a time, a place and a culture setting. It can be inferred that, setting is where and when the action of a story takes place.

There are previous studies which are similar with this study. The first is the study by Afrida Anwar with title "An analysis on the student's ability of in writing narrative text at grade IX of SMPN 2 Gunung Talang". The similarities between the previous study with this study are both of the studies analyze on the students' ability in writing narrative text and uses qualitative method. The differences are the previous study analyzes on all of aspects in narrative text, like; generic structure, applying language feature of narrative

⁵Lin Kirstensen, *Discovering the Definition of Theme in Literature*. (http://wayseeker.hubpages.com/hub/The-Definition-of-Theme-in-Literature, accessed on January 09, 2015)

⁶Rizka, Safriyani. *Literature assisted language learning series 1. Introducing literature* (Sidoarjo:DwiputraPustakajaya, 2012), 100

text, vocabulary, and mechanism. The subject of this previous study is the students of junior high school especially at ninth grade of SMPN 2 Gunung Talang. However, this study focuses on four literary elements in narrative text, like; plot, character, setting and theme. The subject of this study is the students at eleventh grade of SMA Trisila Surabaya.

The second is the study by Abdul Rajab with title "An Analysis of Moral Values in the Novel Edensor Written by Andrea Hirata. The similarities with this study are both of the studies use qualitative method and use one of the fictional narratives (novel) as the object of the research. The differences are the previous study focuses to identify and to analyze the moral values or theme which are depicted in novel Edensor. However, this study focuses on four literary elements in narrative text. Those previous studies can be the resource and foundation to continue the current research about students' ability to use literary elements in writing narrative text.

The researcher conducted this research at SMA Trisila Surabaya. This school has full facilities, such as; library, language laboratory, LCD projector, etc. Interestingly, this school also provides extracurricular which related to English, as like; English conversation. On March 2013, this school joined English contest which was conducted by SMAN 19 Surabaya. There were three categories, such as; speech contest, making essay, storytelling. This

⁷Trisila senior high school Surabaya, Jl. Undaan kulon, Numb. 57-59 Surabaya

school got first and second champions in story telling contest. This school also became the best participant of English contest. The researcher chose the eleventh grade of SMA Trisila Surabaya. It is because there is the subject about narrative text at the second semester.

Based on the explanation research of study above, the researcher is interested in discussing about students' ability to use literary elements in writing narrative text at the eleventh grade of SMA Trisila Surabaya.

B. Research Questions

According to the background of the study above, the research questions then come as follows:

- 1. How is student's understanding of literary elements in narrative text?
- 2. How is student's ability to use literary elements in writing narrative text?

C. Objectives of the Research

Considering the statements of the problems questioned on this study, the objectives of study are:

- To know the students' understanding about literary elements of narrative text.
- 2. To know the students' ability to use literary elements in writing narrative text.

D. Significances of the Research

There are two significances of the study:

1. For teacher:

The result of this research can be used as a new knowledge which gives them information if literary elements are important to be learned because literary elements are basic to write narrative text.

2. For students:

The result of this study will enhance students' desire to learn more about literary elements because literary elements are basic to write narrative text.

E. Scope and Limits of the Research

The scopes of this research are students' ability to use literary elements in writing narrative text. This research does not focus on generic structure and students' writing. However, this research only focuses on four literary elements; plot, character, setting and theme. It is because before students write a narrative text, they have to understand about four literary elements of narrative text. Therefore, to measure students' ability in using literary elements of narrative text they have to write narrative text individually.

The limitation of this study is the students of SMA Trisila Surabaya. The students who were chosen as the subject of the research are the eleventh grade students. The researcher chose the eleventh grader because of the

teacher's recommendation. It is because they already have their basic knowledge about writing and there is the subject about narrative text at the second semester. The other reason is the licensing to do the research to the eleventh grader is simpler than the twelfth grader. In this case, the researcher takes 35 students as the research subject.

F. Definition of Key Terms

1. Writing

According to Jules Renard, "Writing is a way of talking without being interrupted." On the other hand writing is the act of someone to produce words without sound. In this research, writing is in the form of narrative text.

2. Narrative text

Narrative text is a text which explains a story. Therefore, the researcher concludes that narrative is telling a story. The reader or listener will feel what someone tell to them if they use literary element of narrative. It is probably because literary elements will make story seem as real life. In this research, narrative is simply as a tool to measure literary elements.

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⁸Jules Renard, *Teaching Writing – Activities and Ideas* (http://ddeubel.edublogs.org/2009/09/22/teaching-writing-activities-and-ideas/, accessed on March 16, 2015)

⁹Zahra Iran manesh, *Narrative prose and its different types*, (The Journal of Languages and Culture Vol. 4(8) pp 125-131, 2013)

3. Literary Elements:

Literary elements are the root and the basis of each story. ¹⁰There are literary elements of narrative, such as;

a. Plot

According to Robert Di Yanni, "Plot is the arrangement of events that make up a story." It means that plot is the interplay of action and tension in the story. There are fundamental elements of plot that make up the basic framework of most stories; exposition, rising action, climax, falling action, and resolution.

b. Character

Robert Di Yanni said that character is imagery people or animals in a story and there are many kinds of characters in fiction, like; major, minor, static and dynamic. ¹²Therefore, the researcher concludes that there are various characters in a story.

c. Setting

Setting has two types; physical and chronological. The physical setting is where the story takes place whereas the

¹⁰Zahra Iran manesh, Narrative prose and..............

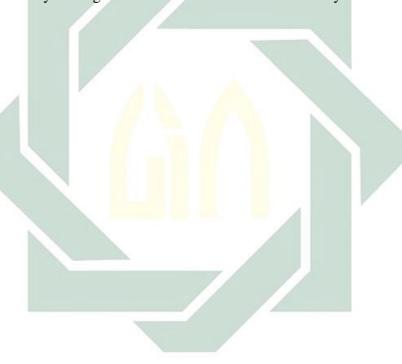
¹¹Robert Di Yanni, Literature: Reading Fiction, Poetry, Drama, and the Essay 3rded (USA: McGraw-Hill, Inc. 1994), 26

¹²Robert Di Yanni, Literature: Reading Fiction,....., 34

chronological setting is when the story occurs.¹³ It means that setting includes place and time.

d. Theme

Kennedy stated that, "The theme of story is whatever general idea or insight the entire story reveals." ¹⁴It means that theme is the story message or the universal truth which the story illustrates.



¹³The Elements of Fiction (http://cstlcla.semo.edu/hhecht/the%20elements%20of%20fiction.htm, accessed on January 11, 2015)

¹⁴X.J. Kennedy, *Literature: An introduction to fiction, poetry, and drama*, (London: Scott, Foresman and Company. 1987), 161