

CHAPTER I

INTRODUCTION

A. Backround of the Study

English, one of the most frequently spoken languages in the world, was employed in many areas of life, such as politics, economics, social work, and education. English is an international language that many people use to interact with each other. English was one of the foreign languages that Indonesian students had to learn in school from kindergarten through university. English's lexicon, tone, and structure make it clear that it differs from Indonesian. It makes it difficult for Indonesian students to learn English. The four language skills taught in English classrooms are speaking, listening, reading, and writing. Four components of language training supported the four language skills vocabulary, grammar, spelling, and pronunciation mentioned above.

Writing is an integrated English skill that plays a significant role in addition to speaking, listening, and reading. Because writing is an integrated English skill that is linked to other English skills, students are advised to become proficient in writing as soon as feasible because of the advantages of writing. The least benefits of writing for students are the ability to express themselves and their thoughts, expand their vocabulary, and improve their memory and critical thinking abilities. Writing skills are crucial to students' academic

success because they enable them to organize their thoughts and feelings and extract meaning from texts. Through their writing, students are free to express themselves and their thoughts as they see fit. They can use straightforward free writing, like journaling, or more intricate structured writing, like essays, to convey their thoughts. Additionally, pupils are very expressive and have adjusted to what they have learned thus far. It is far superior when their thoughts and emotions are written in a way that makes the new information they learn difficult to leave or firmly stay for a long period.

Students who write not only improve their vocabulary but also their capacity to communicate themselves and their views. Students can expand their vocabulary by reading a variety of sources and then writing about them. As long as they write it down, they will continue to use the new terminology they have acquired. Vocabulary has a crucial role in language development, particularly when it comes to writing exercise. According to linguists Nation and Waring in Guritno (n.d.), "Vocabulary knowledge enables language use, language use enable the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use, and so on." This highlights the significance of vocabulary mastery. Also, writing in English could help students understand grammar better and produce more coherent and significant writing. Wilkins (n.d.) asserts

that "without grammar, very little can be conveyed but without vocabulary nothing can be conveyed" (Guritno, n.d.), which is consistent with this assertion. Additionally, students can practice honing their analytical and critical thinking skills by writing, which helps them strengthen their critical thinking abilities.

Still, a lot of pupils steer clear of writing. The majority of them believe that learning to write is difficult. Students frequently avoid writing for a variety of reasons, including the lengthy writing process and the difficulty of coming up with an original concept. Regarding a common issue, Rosiana said that Indonesian students believe that writing is a very hard skill to learn because of the lengthy writing process, which includes the plan, draft, re-draft, edit, re-edit, re-plan, etc. In order to produce a well-structured written text, writing requires the brain to process and activate a large number of exposures or inputs. Richards and Renandya also mentioned the most difficult ability. Writing is a skill that second or foreign language learners should develop. The difficulties lie not just in generating and structuring concepts but also in translating them into a language that can be understood. The problem is exacerbated if they have weak language skills. The issue is exacerbated by several inadequate writing-related subskills.

As a result, pupils shouldn't overthink the drawn-out procedure or the difficulty of writing. The writing process is only a set of rules or procedures to assist students in improving and professionalizing their writing. Depending on their writing style, pupils might personalize that drawn-out writing process. Otherwise, they avoid writing when they consider that drawn-out procedure. All that is required of students is that they begin writing and practice without considering the process. The page or blank page can always be edited by the writer. In this sense, the only way to begin writing is to write without hesitation and without considering how to gather the courage to do so.

One benefit of writing is that it helps students become better writers of papers, including scientific reports. According to a number of students at "Uinfas Bengkulu" writing is challenging and takes time to do well. They feel anxious when they use grammar. They also find it difficult to choose which words to use. Additionally, the pupils find it difficult to write coherent paragraphs. Some similar results can be found when comparing my research to the older study: Students find it difficult to articulate their thoughts or ideas in writing. Furthermore, according to Farooq et al grammar is the most difficult part for L2 writers. Then, students have difficulty in constructing sentence in the correct structure. It is because creating a good grammar rule is extremely difficult and communication may suffer if it is violated. Vocabulary is also

considered as one of other difficulties that students face in writing. Strakey synthesized that choosing the right words in an essay is one of the best ways to convey the ideas accurately. Because of this, many students still find it difficult to tell the difference between writing what is polite and what is suitable. Because they have trouble selecting their vocabulary and grammar, the researcher consequently thinks that students are bored when writing. Teachers adopt a teaching approach that encourages students to think more autonomously, creatively, and innovatively in order to circumvent this.

Writing is not only in class but also in the English department, in the English department every student is encouraged to take part in off-campus activities, namely ESCO (English Students Community) activities from the results of the Pre-observation there is Esco Saturday where here in Esday there is a lesson that discusses writing which is guided directly by the tutor, the writing taught there is taught in the form of narrative text, Why? because maybe learning using narrative text will increase student motivation in learning writing because Narrative text is usually interesting and motivates students to be more active in writing, because in ESCO it is mostly semester 4 so from the results of Pre-observation obtained data that the average who participated in Esday was semester 4 students, therefore the researcher intends or aims to analyze.

Students in the fourth semester of Fatmawati Sukarno Bengkulu State Islamic University's English Study Program report that writing is challenging and time-consuming. They frequently struggle to use acceptable words, create well-structured paragraphs, and feel uncomfortable about their grammar. Moreover, Alharbi (2017) states that lack of reading could also be one of the factors that affected academic writing among undergraduates. Poor reading habit and being trapped in the vicious cycle of reading that is, poor readers do not like to read because it is difficult. As they do not like to read, they do not read and as they do not read, they continue to struggle. This could make writing critically more difficult for them. Students may become bored and lose interest in writing assignments as a result of these challenges when they feel overpowered by the intricacies of syntax and language. Teachers must use cutting-edge teaching strategies that inspire students to think independently, creatively, and innovatively in order to meet these obstacles.

In addition to learning in the classroom, learning activities should also be carried out outside the classroom, such as participating in extracurricular learning communities and others, this is done by all UINFAS English tadaris students from semester 1 to semester 5 where they are required to participate in ESCO activities every Saturday, they learn in tutorials, ESCO is divided into several divisions, including the

English study club division which focuses on understanding grammar, writing division, speaking division and art and culture division, the material presented in the tutorial at ESCO activity refers to the material or RPS of the lecturer, so that the material provided is more measurable and in accordance with student needs.

Students are free to choose according to the division they are interested in, thus they can deepen their understanding of the material delivered by lecturers in class. The researcher observed students who took the writing division, based on the results of observations made by researchers, several students stated that the existence of writing activities in extracurricular activities really helped deepen the understanding that had been delivered by lecturers in class, especially on narrative text. Considering the value of writing in language acquisition and the difficulties students have, this study attempts to look into An Analysis of Students' Perception Towards The Use of Narative Text In Writing Activities In English Students Community. The goal of the study is to determine whether this novel approach to instruction may help children who struggle with vocabulary, grammar, and paragraph structure while encouraging their creativity and critical thinking.

B. Identification of the Problem

Based on the background information provided, the author comes to the conclusion that students' challenges

include feeling self-conscious about their grammar, having trouble selecting suitable words, and having trouble writing coherent paragraphs.

C. Limitation of the Study

In conducting the reserach, the probelm is limited to An Analysis Of Students' Perception Towards The Use Narative Text In Writing Activities In English Students Community.

D. Research Questions

1. How is the students perception towards the use of narative text in writing activities in English Student Community?
2. What are the challenges that students face in using narrative text in English Student Community?

E. Objectives of the Study

The objectives of this study are as follows:

1. To explore and analyze students' perceptions regarding the use and relevance of narrative texts within the English student community.
2. To identify and analyze the challenges faced by students in understanding and utilizing narrative texts within the English student community.

F. Significance of the Study

1. Theoretically

In the theory of the use of narrative texts in teaching, many of the findings are influenced by the work of M.A.K.

Halliday through the theory of Systemic Functional Linguistics (SFL), which then introduces genre-based analysis. is necessary because of Beverly Derewianka, who applies genre theory in the context of school education, and Ken Hyland, who encourages its use in teaching English and Japanese. Conversely, the concept of student perception in the learning process was developed by Jean Piaget's constructivist theory, which emphasizes the importance of individual experience and perception in developing knowledge, and it was developed by Jerome Bruner through the discovery learning concept. Accordingly, the theories of Halliday, Derewianka, Hyland, Piaget, and Bruner are essential for understanding how narrative texts might influence students' perceptions, keterlibatan, and growth in their ability to write in an EFL context. Why Narrative text? because maybe learning using narrative text will increase student motivation in learning writing because Narrative text is usually interesting and motivates students to be more active in writing, because in ESCO it is mostly semester 4 so from the results of Pre-observation obtained data that the average who participated in Esday was semester 4 students, therefore the researcher intends or aims to analyze.

2. Practically

The results of this study can help educators, especially those involved in English student communities, to design more effective writing activities using narrative texts. Understanding students' views can guide instructors in selecting appropriate materials and strategies that enhance motivation, creativity, and writing proficiency. Additionally, this study gives students a chance to consider their own writing preferences, difficulties, and experiences. Students can gain from more interesting and pertinent learning activities that can promote increased confidence, critical thinking, and self-expression in their writing when their viewpoints are integrated into instructional methods. They are also more likely to become more independent and driven writers, enhance their linguistic proficiency, and get a greater understanding of narrative patterns.

3. Academically

This research provides a valuable reference for future studies in the fields of TEFL and writing instruction. It opens opportunities for further exploration of genre-based approaches, especially narrative writing, and their roles in improving students' writing skills and attitudes in various learning environments.