

## **Chapter One**

### **Introduction**

This research aims to find out students' perceptions on how the written retelling technique motivates students to write using a narrative text and which writing aspects improved from students of the written retelling technique. The first chapter discusses the background of the study, statement of the problem, delimitation of the problem, research questions, the objective of the research, the significance of the research, and organization of the chapters.

### **Background of the Research**

Writing has become one of the important skills in English. Sari (2016) stated that writing is one skill that students must master. If students have good writing skills in their academic performance, it can help them easily to express their ideas in written form. Students must face many problems and difficulties in doing so, such as problems with grammar, vocabulary, organization, spelling, and many others. It has become a common problem experienced by students in English writing classes.

On the other hand, creative writing can be stimulated through writing activities in academic writing (Kano & Riskyanawati, 2015). Teachers must teach writing to students with various exciting activities and materials so their writing creativity and skill will be improved and developed. Students also must learn and practice a lot to master the problems they are experiencing. It can be seen that

writing has become one of the skills that can make students communicate indirectly with others or convey ideas, feelings, and thoughts in a written way.

The writing aspects in writing also affect student's writing. The writing aspect consists of five aspects. According to Haryono (2012) and Toba et al. (2019), it contains content, organization, vocabulary, grammar and language use, and mechanics. The student's understanding of these aspects should be good so that they can organize and integrate information from the text logically.

The English teacher uses text genres such as descriptive, procedure, recount, narrative, and report text to improve student writing skills. The descriptive text is material that students will learn to describe specific people, things, and places. Then, students will learn how to make something and use things in the procedure text. In recount text, students learn how to tell about an authentic experience in the past. Meanwhile, the narrative text will teach students how to tell some stories. Finally, students will provide the natural and non-natural phenomena in the report text. The teacher will provide different activities in each material being taught.

The narrative text is an imaginative story from the writer's imagination. This story is usually circulated among people with unproven truth. It also purposes to entertain people. There are various types of stories in this narrative text. According to Sulistiyo (2013), the narrative includes fairy stories, fables, mystery stories, science fiction, romance, horror, and others. It has the text structure, contains orientation (to present characters, places, and times),

complication (to develop conflicts/problems), resolution (end of the conflict/problems), and Coda: ((if any) to show the changes that occur in the characters and moral values of the story). Students should understand the storyline, the characters in the story, and the story's structure given by the teacher well.

One of the activities regarding the narrative text that the teacher gives students is retelling the story in writing. This activity is called a written retelling technique. The written retelling technique is when the students retell the materials that have been read in a written form (Harahap, 2019). The teacher uses this technique as one of the writing activities in motivating students to write and improving their writing skills. Students are required to think conceptually in the retelling. The students will see and remember the important information in the story. In addition, students should have good reading comprehension while doing it so they will understand the story and do the retelling well. In line with it, Romero-Domingo (2015) stated that retellings contribute significantly to students' comprehension by providing a view of the quantity, quality, and arrangement of information created during reading or listening.

The assignments related to the technique given by teachers are adjusted to the school's level and the student's grades. A narrative story will be given by the teacher for students to read. Then, the teacher gave some questions to students that related to the story to see their understanding of the story. After that, students were asked to rewrite the story without changing the idea from the original text. This

activity can improve students' writing skills and memory in remembering the story.

In addition, previous studies have been done based on the research topic. Students must face problems that cause failure while writing retelling during the process. Kartika (2017) found that the students with fair and poor scores did not seem to complete the story's structural organization, did not write the retelling sentence clearly, and it was difficult to understand what was written. Meanwhile, Sylvia and Widiati (2017) revealed that the technique of written retelling is effective to help students improve their reading comprehension. Furthermore, Toba, Noor, and Sanu (2019) found that students' ability to write comparison and contrast essays was good, followed by their writing aspect ability such as content, organization, vocabulary, grammar, and mechanics.

Despite several studies related to the written retelling strategy, previous research has not investigated on the students' perceptions on how the written retelling techniques motivate them to write and what writing aspects improve through the technique used by junior high school students in retelling a narrative text in written form. Other than that, the previous studies used an experimental study approach. Meanwhile, this study uses an interview to collect the data.

Based on the results of the interview conducted briefly with the ninth-grade English teacher at the school, it was found that the student's motivation in writing was low before applying the written retelling technique of a narrative text. It is shown by the quality or results of their writing that is not good. Then after the

teacher implemented the written retelling technique of a narrative text, it was obtained that the written retelling technique had a positive impact on increasing students' motivation to writing. It can be seen from the good passion of students for writing activities provided by the teacher. They are not afraid to express their thoughts or ideas because they are expressed it in writing. Therefore, the researcher interested in elaborately investigating the students' perceptions on how written retelling technique motivates them to write and the writing aspect students improved from the written retelling technique.

### **Statement of the Problem**

The teacher at a junior high school in Sintang, West Kalimantan, chose a narrative text as the material to teach students. Moreover, the teacher used the written retelling technique as an activity in English writing learning. This activity was taught to 9<sup>th</sup>-grade students to motivate students to write and improve their writing skills.

The written retelling activity in this school involves rewriting a story that has been read from a narrative text. First, the teacher gave the narrative story for the students to read. Then, students were asked to retell the story in a written context. They should remember the keyword of the whole story and link them to a new story of their version without changing the original idea. Copy-pasting of the original story is not allowed. The tenses of the rewriting story should be using a past tense with their own words.

Based on the results of the interview conducted briefly with the ninth-grade English teacher at the school, at first, it was found that the student's motivation in writing was low before applying the written retelling technique of a narrative text. It is shown by the quality or results of their writing that is not good. Then after the teacher implemented the written retelling technique of a narrative text, it was obtained that the written retelling technique had a positive impact on increasing students' motivation to writing. It can be seen from the good passion of students for writing activities provided by the teacher. They are not afraid to express their thoughts or ideas because they are expressed it in writing. Based on this phenomenon, the researcher is interested in elaborately investigating the students' perceptions of how written retelling technique that motivates students to write and the writing aspect students improved from the written retelling technique.

### **Delimitation of the Research**

The researcher focuses on students' perceptions of how the written retelling technique of a narrative text motivates them to write and their improving writing aspects in this study. This research focuses on the ninth-grade students' perceptions on written retelling technique of a narrative text at a junior high school in Sintang, West Kalimantan.

## **Research Question**

Based on the background above, the research formulates two research questions:

1. How does the written retelling technique motivate students to write using a narrative text?
2. Which aspects of writing that students can improve or gain through the written retelling techniques?

## **The Objective of the Research**

Based on the research question above, this research is purpose as follows:

1. To find out students' perceptions of how the written retelling techniques motivates students to write.
2. To find out what writing aspects students improve through the action of written retelling technique.

## **The Significances of the Research**

The study is expected to benefit students, teachers, and future researchers by providing more benefits and knowledge.

**Students.** The research provides information about the students' perceptions on how written retelling technique of a narrative text motivates junior high school students to write and the writing aspect of students that improved from the technique. Students can use this research as a solution if they find ineffective English learning.

**Teachers.** Retelling a story in writing can be a beneficial technique in academic writing. Therefore, English teachers can use this research to find out

students' perceptions of using a written retelling strategy of a narrative text in motivating students to write and the student's writing aspect that gained through the technique. English teachers also can improve the appropriate teaching technique of English writing for their students.

**Future researchers.** Other researchers that are interested in the same field of study can use the findings of this study. The findings of this study are also expected to serve as a reference from a different perspective for those conducting research in the same field.

### **Organization of the Chapters**

This research consists of five chapters. The first chapter describes the background of the research, statement of the problem, delimitation of the research, research questions, research objectives, the significances of the research, and organization of the chapters. Then, the second chapter is the literature review. This chapter provides some explanations related to the topic, such as writing skills in English, writing aspects, writing motivation, text genres, the definition of narrative text, the retelling technique, and the written retelling technique of a narrative text. In addition, it also explains review related study and conceptual framework. Meanwhile, the third chapter is the research methodology. This chapter explains how the researcher conducted the study. The research design, setting, participants, data collection method, instruments, data collection procedure, data analysis, and trustworthiness are all covered in this chapter.



The fourth chapter is findings and discussion. It presents the data analysis results and two major findings based on research questions. First, are the students' perceptions of how written retelling techniques motivating students to write. Second, are the student's writing aspects that improve through the action of written retelling technique. Then, the fifth chapter is conclusion and recommendation. This chapter provides summary of the research and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.