

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, the objective of the study, significance of the study, scope and limitation of the study, and operational definition related to this study.

A. Background of the Study

English is one of the subjects in school that has a crucial role because English is a foreign language, international communication language and the language widely used in various countries. English becomes an international language and teaches to students as a compulsory subject from elementary to high school. Junior and senior high school students require learn language skills such as reading, listening, writing, speaking and other aspects of language such as pronunciation, grammar, and vocabulary.

Writing is one of skill that needs competent knowledge and careful consideration as students compose words, sentences, and paragraphs while using proper English grammar. It has component namely tenses. There are many tenses that should be learnt by students in junior high school. They are simple present, present continuous, future tense, and past tense.

One of the difficult tenses for students is past tense. Therefore students make mistakes when using this tense. In fact, based on the researcher's experience when conducted "English Club" in the Junior High School, the researcher found that there were many students who still got incomprehension in verb two so the

researcher chooses past tense. It is in line with Ellis (1997: 15-19) “The theory of error analysis explains that there are several mistakes made by students in learning the simple past tense, including errors in omission, errors in the use of forms (Misinformation) and errors in placement (Misordering)”.

Simple past tense is usually used in narrative text. It is a kind of text that is used to entertain the reader. Narrative text usually tells stories about imaginary things. For example a novel, folktale, fairytale, legend, folklore and etc. To write a narrative text, the writer must pay attention to the language feature of narrative text. Joyce & Feez (2000) also suggest that narrative have some language features as listed. They are: 1) Specific often individual participants with defined identities. 2) Mainly use action verb. 3) Use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling. 4) Normally use past tense. 5) Dialogue often includes and uses a number of saying verb. 6) Descriptive language is used to enhance and develop the story by creating image in the reader's mind. 7) Can be written in the first person (I, We) or third person (he, she, they).

There are many methods in learning grammar, one of them is inductive learning. According to Gifty (2017) inductive learning is a learner provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. So the researcher using this method, because students can understand the grammatical rules of English based on their experience, know a concept of a material and play an active role in class.

B. Statement of the Problem

Based on the background of the study above, the problem of the study are:

1. How is the use of inductive learning method in teaching writing skill language features of narrative text to the IX grade students at SMP Kemala Bhayangkari 7 Porong?
2. How are the students' perception on the use of inductive learning method in learning writing skill language features of narrative text to the IX grade students at SMP Kemala Bhayangkari 7 Porong?

C. The Objective of the Study

Related to the statement of the problem above, the objective of the study are:

1. To describe the use of inductive learning in teaching language features of narrative text.
2. To describe students' perception on the use of inductive learning in learning language features of narrative text.

D. Significance of the Study

This research must provide useful information for many people in learning process, such as:

1. Teacher

From this research, the teacher knows how to implement inductive learning in language features of narrative text.

2. Students

From this research, the students can know how to learn by using

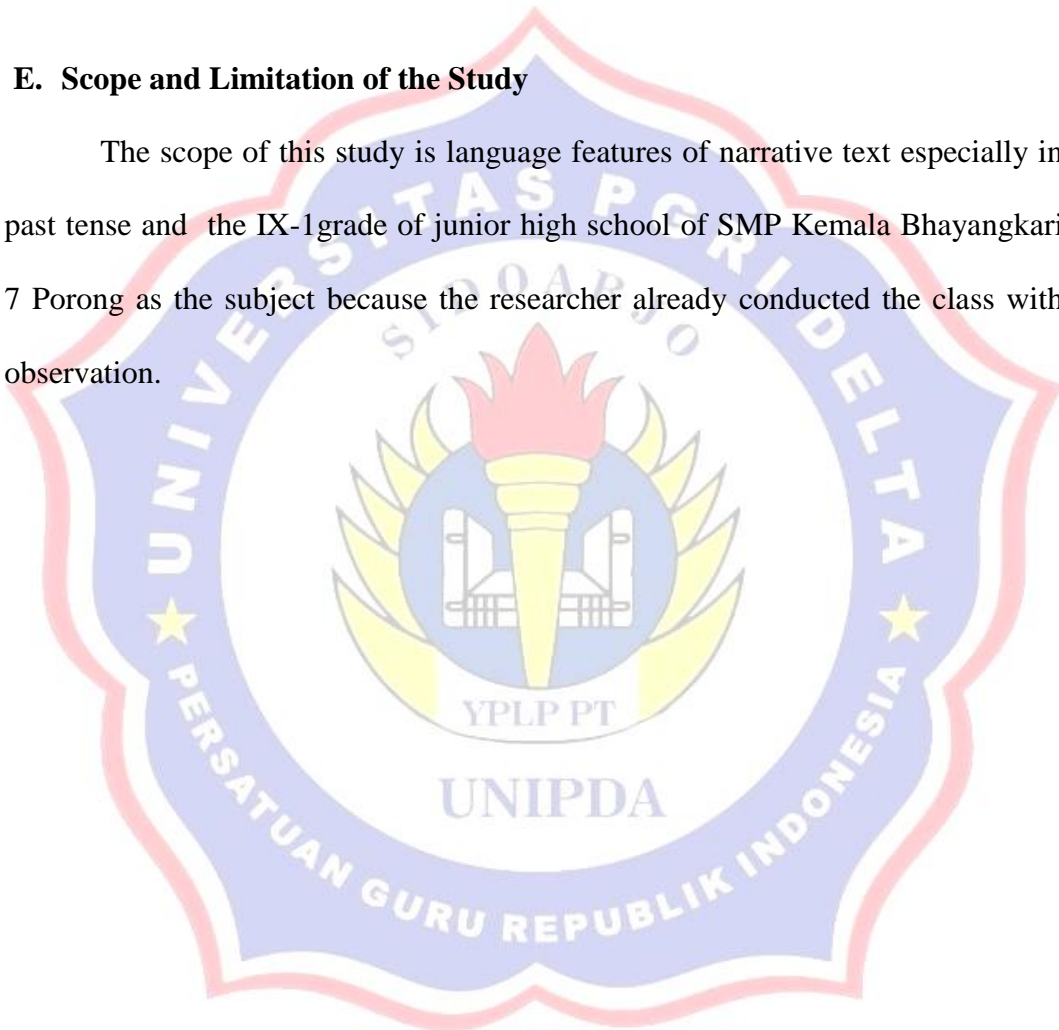
inductive learning especially in language features of narrative text.

3. Other future researchers

This study can be useful to give more information about how to implement inductive learning in language features of narrative text and can be used for other research with the same topic.

E. Scope and Limitation of the Study

The scope of this study is language features of narrative text especially in past tense and the IX-1grade of junior high school of SMP Kemala Bhayangkari 7 Porong as the subject because the researcher already conducted the class with observation.



F. Operational Definition

Inductive Learning : A learning method in which students are not taught the rules directly, but students are allowed to discuss and discover the rules from their own experience or discussion results.

Writing : Writing skill in this research refers to language features of narrative text.

Narrative Text : Narrative text in this research means a kind of text that is used to entertain the reader. Narrative text usually tells stories about imaginary things. For example a novel, folktale, fairytale, legend, folklore and etc.

Perception : Perception is the way humans think about a certain phenomenon. Perception has a crucial role in decision-making because perception can affect how someone interprets information and evaluates their options.