**CHAPTER I**

**INTRODUCTION**

This chapter present with background, problem statement, objective, significance, and the scope of the research.

1. **Background**

Language learning is expected to help the students to recognize themselves, their culture and another culture. Besides, it also helps students to express their idea, thought, and feeling. In addition, they are able to participate in society and even to find and also use their analectic and imaginative ability.

In the competence based curriculum, the students are expected to be able to communicate. The ability to communicate is the ability to understand and produce language of which it can be realized in four language skills, namely listening, speaking, reading and writing. Moreover those four skills should be applied in real life. English subject needs to improve those skills. In order that, the students are able to communicate and make discourse in English language in certain literacy level.

Writing is one of the language skills that play an important role in human communication. The important of writing is coming to be more and more recognized. It is through the written mark that links with the outside word are formed. There is no doubt that English writing is important as the other three language skills. The ability to write is frequently demanded in many occasions in our life. For many reasons, writing skill is crucial to most people. Writing is crucial meaning of human communication. It is used to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self expression.

Writing skills required when students are given a free choice of topic and they should write down about something that students are interested in Moreover, good writing skill is useful not only for academic life but also for daily life or social life, like in business aspect. Writing skill can help people write their story, a novel, letter, application letter or whatever. In this modern life, people can get money from doing their writing. For example, a journalist, novelist or script writer.

According Heaton in Noni (1984 : 126) states that many students still encounter difficulties in writing because it is complex and difficult. In studying English, many students who study in the tertiary level still often make errors in writing for many times. In writing, we need a good idea in order to produce a composition or written material. If students have no good ideas they will get boring and not interesting in it. For writing subject, students must have idea about what will they write and how far they know about the topic, sometimes they have to choose one theme and then decide one topic, finding the appropriate word to express an idea.

Although students of Senior high school need to have good writing skill, they find some difficulties to improve their writing skill. There are many reasons why. First, writing is considered as the complex skill because writing deals with the mixture of idea, vocabulary, and also grammar. Second, students are lack of vocabularies and interest to write, therefore, students find it difficult to express their ideas in for writing. When the students are asked to write their experience or rewrite stories that they have read, they might have no idea and vocabulary mastery. Third, students find it difficult to write because they don’t understand in arranging the words in other to form a good sentence and make a good paragraph. Teacher usually assigns the students to read a text and to do the text without simulating students to produce their own text. In short, students have not become accustomed to write a story. So, teacher need to improve student’s writing ability by using any kind of methods and media which can improve student’s interest in writing.

Based on the writer’s preliminary observation, teachers in SMA Negeri 1 Tinggimoncong have taught English by using some technique that are appropriate for writing skill. Generally, teacher reviewed the characteristic of the text, text organization and the vocabularies. Then, the teacher asked students to write simple essay individually based on the picture they had given. Ideally the Eleventh grade year students of SMA Negeri 1 Tinggimoncong are able to write paragraph.

In reality, the condition of SMA Negeri 1 Tinggimoncong were far from expectation. The writer found that some of the students were still not able to write paragraph. It can be seen from the following symptoms: Some of the students need a long time to express that idea, some of the students use inappropriate vocabularies in writing text and their score of vocabularies is still low based on the pre test in vocabulary and some of the students are not focused on the topic of their writing especially in organization of the relation between the sentences was not relevant based on the pre test in organization.

Based on the phenomena above, the writer gave an alternative to use flowchart. Flowchart can help the students to express their idea or opinion in to written form and help them to improve sometimes their limited idea and make their writing finish. Flowchart using pictures symbolize or signs for kinds of work and certain function. It pictures only essential commands and is effective to design structured programs. The use of flowchart can be become as on alternative media in writing because it serves both visual minds and minds mapping.

Referring to the explanation above, the writer was interested to conduct a research at SMA Negeri 1 Tinggimoncong. So through flowchart, it tends help the students to express their ideas easier. Experience writers often return to flowchart whenever they are stuck for ideas or words. It gives them writing power.

Based on the explanation above, the writer carries out the research under the title **“ The use of Flowchart Method to Improve the Students’ Ability in Writing Narrative Paragraph at the Eleventh Grade Student in SMA Negeri 1 Tinggimoncong.”**

1. **Problem Statement**

The ability of student’s writing narrative paragraph using flowchart has been investigated in this study. In this research, the writer presents two problems concerning the use flowchart in teaching writing narrative paragraph. These two problems are :

1. Does the use of Flowchart improve the students’ ability in writing narrative paragraph focus on the vocabulary and on the ogranization at the eleventh grade students of SMA Negeri 1 Tinggimoncong ?
2. Are the students interested in the use of Flowchart in writing narrative paragraph at the eleventh grade students of SMA Negeri 1 Tinggimoncong?
3. **Objective of The Research**

Relating to the problem statement above, the objective of this research are:

1. To find out whether or not the use of Flowchart method can improve the writing narrative paragraph focus on the organization and on the vocabulary of the eleventh grade students of SMA Negeri 1 Tinggimoncong.
2. To find out whether or not the use of Flowchart enhances the writing interest of the eleventh grade students of SMA Negeri 1 Tinggimoncong.
3. **Significance of the Research**

The result of this Research is expected to be a piece of useful information for teaching in general, in particular for those who teach English in SMA Negeri 1 Tinggimoncong. In addition, it is intended to find out the ability of the eleventh grade students to write paragraph and apply flowchart as one alternative method in teaching writing.

1. **Scope of the Research**

The scope of the research is restricted to find out the students’ writing ability in narrative paragraph through Flowchart Method. The research measure the students writing ability focus in vocabulary and organization, and to enhance student interest in writing narrative paragraph. The research will be conducted in six meetings in the classroom and gave six topics about narrative text related to flowchart.