

CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is a tool for thinking and learning. It's a unique method of gathering thoughts and information. Writing is an important ability to develop when learning a language. Writing skills are essential to developing conversational abilities when learning a language. Allah SWT reveals about writing in Al-Qur'an. Surah Al- 'Alaq

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: "Who taught (to write) with the pen". (QS. Al-'Alaq: 4)

In this case, The Almighty Allah said humans must keep track of various forms of new knowledge with a pen. Humans can use pens to express thoughts, views, and other sorts of knowledge. This pen is a tool, and whoever uses it correctly will find it more useful to everyone. It is dependent on the individual. Another verse that focuses on writing is Surah Al- Qalam.

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: "Nūn. By the pen and what everyone writes!" (QS. Al- Qalam:1)

In this verse, Allah SWT swears by ink whose existence is not yet clear, so it is as if Allah says: by ink and pen. This ink oath shows how great the position of the pen is. On the other hand, the pen has benefits and rules whose nature cannot be expressed. Thus, writing can be said to be something special as well because as we know the pen is one of the tools for writing. There is a Hadith that discusses writing.

فَيَدُوا الْعِلْمَ بِالْكِتَابِ

Meaning: "'Tie up knowledge with writing'" (HR at-Thabarani).

It is implied that Rasulullah's message in the hadith means that writing is a medium to connect knowledge so that it is not easily forgotten. Writing is widely regarded as the most challenging ability for foreign language (FL) learners to acquire. The challenge is not only in creating and organizing ideas, but also in converting those thoughts into understandable language. Writing requires an advanced set of talents.

Several problems occurred in writing, so researchers consider this topic very important because problems always persist. Saputro(2013) states that students face some problems in mastering writing skills. The most common problem which students face is to build an idea. If the students have found an idea, they will know what they will write. According to (Kembaren et al., 2024) There are various internal factors influencing English students' academic writing including difficulties in deciding a research study title, restricted English language proficiency, anxiety or stress during writing, challenges in organizing thoughts, procrastination, a lack of effective strategies for overcoming writer's block, and limited exposure to different writing styles. This research can be a solution to the writing problem by using new learning media.

In several countries, they also feel that there are many problems in writing and they also want to overcome these problems, one of which is Pakistan and Iran. In Pakistan, pupils' writing abilities are frighteningly insufficient and mediocre, even though English language users in Pakistan have expanded significantly from 2% in 1961 to 49% in 2003 (Dar & Khan, 2015), They continue to struggle with the English language, particularly when writing. These problems are typically caused by deficiencies in grammar, coherence, concept expansion, subject selection, topic sentences, rhetorical norms, mechanics, organization, a lack of vocabulary, and the incorrect use of words. By identifying difficulties in writing, they are also searching for solutions to solve them by encouraging teachers to be more creative. (Fareed et al., 2016)

In Iran, English writing skills are difficult to master and teach. Despite 50 years of English instruction in Iran, many students continue to struggle with the language, particularly in writing, as indicated by their state-level exam scores. By identifying faults in writing, which occurs frequently, they believe that in the future instructors will be able to teach things properly, such as beginning with fundamental grammatical sense, subject-verb alignment, mechanics, lexical items, order of words, and so on. Furthermore, they must make students aware of techniques and media in learning(Zarabi et al., 2023).

In Indonesia, people also experience difficulties in writing according to (Sultan et al., 2020) stated that Indonesian students tend to be careful in writing. According to the International Study Committee PISA (Programme for International Student Assessment-Red) study performed in 2018, Indonesia ranked 60 out of 61 nations. This data clearly shows that some behaviors have an impact on the Indonesian people. This is because students struggle with effectively expressing their experiences or ideas in writing. The identification of writing issues in Indonesia demonstrates that there is something wrong with the way teachers educate, such

as instructional approaches or media employed, which can give fixes to writing problems. Toba et al.(2019) found that Samarinda students struggle with writing components such as topic, structure, grammar, and vocabulary. So, based on the issues stated, they want to address writing issues by educating teachers to be creative and always seek new ideas. Another research is from Medan. According to (Kembaren et al., 2023) In Medan, students translate descriptive writing from their original tongue into English. The study highlighted typical errors, such as incorrect language selection, grammatical issues, and trouble coping with cultural sensitivities. So, the solutions are Students should practice English on a daily basis, discuss sentence translation with their peers, and expand their vocabulary by reading English books, dictionaries, periodicals, and so on.

Based on pre-observation at Senior high school in Deli Serdang Medan, the researcher found some problems regarding learning writing. First, the students showed low interest in writing text because they think is not important. Second, the students are still confused about starting their writing in English, it was seen when they wrote a sentence; their poor vocabulary caused them to make a lot of mistakes, and occasionally the researcher noticed spelling, grammatical, and punctuation faults. Third, students had problems writing an English text with a generic structure. After knowing problems that happen, most of these writing problems occur when writing English narrative text. So narrative text was chosen as the topic of this research with new teaching media. some previous studies have tried various techniques, media, or strategies in helping to improve writing in English narrative text. The following are some previous studies that have been summarized by researchers

The first study using a story circle, (Fransiska, 2019) in her research concludes the use of the story circle technique in teaching writing can improve students' writing ability. Story circles are a practice that can encourage kids to learn English, particularly writing. The second study using picture series, (Linggarni, 2021) in her research article entitled Picture Series revealed students' ability to write narrative text in junior high school. This research was pre-experimental because the student was taught by using a picture series in one experimental class. It can be concluded that there was an effect on students' writing after using picture series as media during the pre-experimental research.

The third research employs Storybird by (Abdullah et al., 2020)." Five significant findings are thematically presented. (1) story bird inspires learners to write stories, (2) it can assist them in constructing the generic structure of English narrative texts, (3) this enables them

to consider the lexicographic features of English narrative texts, (4) it supports them to produce English narrative texts joyfully, and (5) it boosts them to write English narrative texts actively. The fourth research uses story jumper (Nurlaela et al., 2022). The findings showed that story jumping improved EFL learners' narrative writing ability. The improvement in test results for narrative writing confirms this.

The fifth study uses a cube story but in narrative storytelling. The study by (Weder et al., 2019) in this study entitled “(Re) Storying Sustainability: The Use of Story Cubes in Narrative Inquiries to Understand Individual Perceptions of Sustainability”. The study found that individuals perceive sustainability as a lifestyle and that personal experiences and breakthrough moments can lead to a deeper understanding and connection to nature. The authors also found that the use of Rory's Story Cubes as a visual stimulus in narrative inquiries can be a good conversational starter and add aspects of fun and informality to a complex topic of sustainability. Additionally, the study highlights the importance of considering the individual biographical background and moral frameworks for sustainable or unsustainable behavior when analyzing sustainability-related stories or life events.

Referring to the previous research above, although many have used learning media such as story birds, story jumpers, story circles, and picture series to face challenges in making English narrative texts, there are still few who use story cubes as learning media to overcome difficulties in writing English narrative text. So, this research will use a cube story as a media for learning. The Story Cube is a game in which various pictures are arranged in cubes. This game attempts to free up all participants' imaginations. The image that shows when seeking the dice tells a story. Not only that, the article was written by (Weder et al., 2019) stated that the Story Cube provides positive stimulation for game-making storytelling but in this study, the researcher hopes that the cube story will provide positive stimulation in writing English texts. On the linguistic side, the cube story will be able to improve vocabulary and the students will be able to make a good structure in narrative text.

Based on the explanation above, the researcher intended to use the cube story in teaching writing narrative text to help the students in the learning process. Therefore, this research entitled, “The Effect of Applying Cube Story on Student Writing Skill Improvement in English Narrative Text”

1.2 Identification of the Problem

Based on the background of these problems the researcher identifies them as follows:

1. Students expressed limited interest in crafting narrative texts.
2. The student is struggling to begin writing a narrative text.
3. Students struggled with crafting narrative texts using generic structures.

1.3 Limitation of the Problem

Based on the identification of the problems of this research, the problem is limited to knowing the effect of applying the cubes story method on the student's writing skills in narrative text.

1.4 Formulation of the Problem

Based on the problems identified above, the problem of this study will be formulated as follows: "Is there any significant effect of applying cubes story on students' writing ability in English narrative text?"

1.5 The Objective of the Research

Based on the formulation of the problem above, this research aims to measure whether any significant effect of applying cubes story on students' writing ability in English narrative text

1.6 Significance of the Research

1. Practical Contribution of the Research

a. For the students

The results of this research might also provide various benefits to the students. In theory, students may understand the nature of their challenges in making English narrative texts. Practically, kids may overcome their obstacles with the teacher's instruction and their determination. Finally, individuals can increase their ability to write narrative texts in English.

b. For the teachers

The results of this research can provide several benefits to the teacher. In theory, the teacher may identify the types of challenges that students have when writing narrative texts. Practically, the teacher can examine the types of writing challenges that children have. Aside from that, the teacher will know what to do to remedy student issues with writing skills. Finally, using story cubes to educate

and practice writing abilities might help students enhance their capacity to write narrative texts.

c. For other researchers

This research is likely to give other scholars ideas for teaching English and generating English narrative text using cube story. Researchers can also utilize this material to teach English in the future.

2. Theoretical Contribution of the Research

For the theoretical contribution, the findings of this research are likely to confirm earlier hypotheses about using cube stories to increase writing ability, particularly narrative text writing ability.



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