



CHAPTER I

INTRODUCTION

A. Background of the Problem

In everyday life there are many things that needs to be fulfilled, one of them is language. Language is everything that is produced from various forms of emotions, feelings, desires, then born in the form of sounds, movements and certain signs which function as a means of communication or a forum for channel thoughts to provide information to other people. This is in line with the opinion of Usman, et.al (2021: 1), “Language is a means of communication and a vehicle to transfer our thoughts, thoughts and ideas in order to take and give information or other things to others.”

One example of languages is English which is classified as a foreign language. English is the most frequently spoken language throughout the world. In the last few decades, English has emerged as an international language which is the result of the globalization process. As a result of globalization, English has grown in importance around the world. According to Andayani (2022: 373), “The language of international communication has been defined as English by universal consensus.”

To master English learning, students need autonomy. Autonomy is a form of student responsibility in managing how they learn and what kind of learning they want to achieve. According to Benson (2001: 48) in Mustajib & Ardian (2020: 173), there are many theories related to autonomy that can be categorized in various ways. Currently, many people think that autonomy and autonomous



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education are not the same as 'self-instruction', 'self-access', 'self-learning', 'self-education', 'out-of-classroom teaching', or 'remote teaching'. These terms describe various ways and levels of one's own learning, while autonomy refers more to abilities and attitudes consisting of performance in the form of controlling students' own learning. In short, learning by yourself and having your own learning performance are different things (Mustajib & Ardian, (2020: 173).

Learner autonomy is very necessary when you want to master English language skills, one example of which is writing skills. Writing is a combination of process and product. The process refers to the act of collecting ideas and making them present in a smooth way that is easy for readers to understand. According to Sakkir, et.al (2022: 111) says writing is one of the skills that everyone must have to be able to write and communicate. Based on the statement above, writing is one of the 4 skills that students need to master well in order to improve their ability to gather lots of ideas which are then presented in written form and easily understood by readers.

At school, students study many genres of text to practice their writing skills, one example of which is narrative text. Narrative text is a genre in English that contains a story or a series of events that are connected to each other and are imaginative, created by the author to entertain the reader. Similarly, Muntaha, et.al (2022: 3), "The Narrative Text is a form of story text, and the written stories are usually not experienced by the author but in the form of imagination or legend." From the statement above, in essence narrative text is a type of story that tells

about an event systematically in the form of the author's imagination to entertain its readers.

Learner autonomy and writing skill are very important in supporting the development of their writing abilities. Learner autonomy encourages students to be responsible for their own learning process, including writing narrative texts, which involves the ability to plan, organize and develop ideas independently. Thus, the application of learner autonomy can increase students' self-confidence in writing narrative texts, improve the structure of writing, and enrich the vocabulary used, which ultimately contributes to the quality of the narrative texts produced.

Based on the reality above, the researcher was interested in conducting a research on the contribution between students' learning autonomy and their writing skills in narrative texts at SMA Negeri 2 Tembilahan. When students were given the responsibility to organize how they learned and what learning outcomes they wanted to achieve in writing skills, there were several significant problems faced by SMA Negeri 2 Tembilahan students when writing English narrative texts, namely difficulties in managing time for writing independently, developing ideas, imagination and generic structure of narrative texts. The managing of writing process independently, generic structure and the development of ideas were the most important parts when learning English, as well as when it came to writing narrative texts. From the background of the problem above, the title of this research was ***“Contribution between Students’ Learner Autonomy and Writing Skills in Narrative Texts at XI Grade of SMA Negeri 2 Tembilahan”***.





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B. Identification of the Problem

Based on the background of the problem above, several problems were identified by the researcher, including:

1. Students have difficulty managing their time effectively to go through the stages of writing independently.
2. Students have difficulty developing ideas or imagination when writing a narrative text.
3. Students do not understand the generic structure of writing narrative texts.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limited this study only contribution between students' learner autonomy and writing skills in narrative texts at XI grade of SMA Negeri 2 Tembilahan.

D. Research Question

Based on the limitation of the problem above, the researcher formulated the research questions as follows: how is contribution of students' learner autonomy to their writing skills in narrative texts at XI grade of SMA Negeri 2 Tembilahan?

E. Objective of the Research

The objective of this research is to determine how high or low the contribution between students' learner autonomy to their writing skills in narrative texts.

F. Significances of the Research

1. For Students

This research provides deeper insight into the concept of learner autonomy and how this affects students' writing skill, especially in the context of writing narrative texts. By increasing independence in learning, students can feel more responsible for their learning process. This not only has the potential to improve their writing skill but can also improve their motivation and confidence in undertaking writing assignments.

2. For Teachers

This is useful for English teachers to find out whether students' writing development is increasing due to students' high levels of autonomy in learning English.

3. For Researcher

Researcher can apply what kind of learning a teacher should do so that English learning objectives can be achieved, especially in writing narrative texts. This research can also be a motivation for researchers to maximize their time to continue studying independently in learning English, whether in writing skill or other skills.

4. For Further Researchers

This research opens up opportunities for other research that can dig deeper into other things that can influence learning independence and writing skill, as well as how certain interventions can improve both.



G. Definition of the Key Terms

1. Definition of Learner Autonomy

According to Kiet (2018: 38), learner autonomy is a multidimensional concept that includes three degrees of control over learning: learning management, cognitive processes, and learning content. In this research the learner autonomy (X) means the learner autonomy in writing skill.

2. Definition of Writing Skill

Writing is a combination of process and product. The process refers to the act of collecting ideas and making them present in a smooth way that is easy for readers to understand. According to Sakkir, et.al (2022: 111) says Writing is one of the skills that everyone must have to be able to write and communicate. In this research the writing skill (Y) means the writing skill of narrative text.

3. Definition of Narrative Text

Narrative text is a type of English text that contains a story or a series of events that are connected to each other and are imaginative, created by the author to entertain the reader. Similarly, Rebecca (2010: 1) in Susilawati (2017: 103) defines a narrative text is a text that describes a series of logical and chronologically related events caused or experienced by circumstances.

