

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is a crucial element in human communication that enables the effective conveyance of thoughts, feelings, and opinions. In the current globalized era, English language proficiency has become a very important necessity. English supports the improvement of four primary abilities: speaking, writing, listening, and reading. Additionally, elements like vocabulary, grammar, and pronunciation also need to be thoroughly mastered. Among these four skills, writing plays a strategic role because it facilitates the delivery of ideas in a structured form. However, writing skills are often considered the most challenging for students.

This was in line with Fitriyah (2021), who stated that students' difficulties in writing were caused by the structure, limited vocabulary, weak grammar, and difficulty in organizing ideas logically. Therefore, the writing process required concentration, creativity, and critical thinking to transform ideas into coherent text. Writing was more than just putting thoughts into words, but also a thinking process that required strategies so that ideas can be arranged coherently.

The application of writing learning strategies was important to help students understand and carry out the writing process systematically. Writing strategies serve as a guide for students in planning, writing, and reviewing their writing. Through the use of writing strategies, students are guided to recognize that writing requires clearly defined stages from planning to revision so that the resulting text is more coherent and logically ordered. In this study, the POW + C-SPACE approach,

created by Graham and Harris, was employed by the researcher. This strategy guided students through the systematic stages of writing, namely Pick my idea, organize my notes, Write and say more (POW), as well as paying attention to the elements of narrative text through Characters, Setting, Purpose, Action, Conclusion, Emotions (C-SPACE). Through this strategy, students not only learned to write in a logical order, but were also trained to control, assess, and revise their own writing independently.

According to researched by Asmara (2016), junior high school students in Surakarta improved their writing skills more effectively using the POW + C-SPACE method than with the Guided Writing method. The study's findings demonstrated that students who were taught this strategy can write with greater organization and structure. However, most previous studies have focused on the junior high school learning context, with few studies applying this approach in senior high school with a local context such as maritime. Thus, there was still a research gap in the application of the POW + C-SPACE strategy to senior high school learners in a distinctive local context.

As a preliminary study, the findings of interviews conducted with English teachers at SMA Negeri 4 Tanjungpinang, students frequently wrote without much thought, do not comprehend the steps involved in the writing process, and struggle to articulate their ideas in writing. This resulted in their writing being poorly structured. For the example, students often misplaced elements and stages of narrative structure. When characters in a story were faced with a conflict or problem that should appear in the complication section, some students place it in the

reorientation or conclusion section instead. This mistake showed that students did not yet understand the function of each narrative structure, resulting in a story plot that is illogical, incoherent, and did not follow the rules of narrative writing. In addition, their writing also contained many repetitions of ideas and did not comply with the rules of narrative writing that refer to the text structure consisting of orientation, complication, resolution, reorientation, and the language features used, such as past tense, adverbs of time, time conjunctions, action verbs, and direct speech. This condition showed that students still had difficulty writing narrative texts because they found it difficult to develop relevant ideas. Therefore, this study applied this strategy in one of the schools in the Riau Islands, specifically SMA Negeri 4 Tanjungpinang, with a local maritime theme, such as sailor stories and sea legends, in the process of writing narrative texts. This study aimed to determine how the POW + C-SPACE approach affected narrative writing abilities at SMA Negeri 4 Tanjungpinang.

1.2 Identification of The Problem

The background study revealed the following problems with student narrative text writing abilities:

1. Students had difficulty expressing their ideas in written form coherently.
2. Students' writing often contained repeated ideas and inconsistent narrative text structures.

1.3 Limitation of the Problem

This study focused specifically on investigating the effect of the POW + C-SPACE strategy on students' ability to write narrative texts, as explained in the background section above. The research focused on students of class XI 2.1 at SMA Negeri 4 Tanjungpinang in the academic year 2026. The genre of writing studied was narrative text with a local maritime context, such as stories or legends related to the sea and local culture of the Riau Islands.

1.4 Research Question

The following research question was developed based on the above described background: "Did the Pow + C-Space strategy significantly improve the students' ability in writing narrative text in SMA Negeri 4 Tanjungpinang?"

1.5 The Objective of The Study

In line with the research question presented above, the objective of this study was to investigate whether the POW + C-SPACE strategy significantly improved students' narrative writing skills at SMA Negeri 4 Tanjungpinang.

1.6 The Significances of The Study

It was anticipated that this study would make meaningful contributions to the development of theoretical perspectives as well as practical applications in the area of English language teaching and learning:

1.6.1 Theoretically

This study was expected to contribute to the development of writing instruction, particularly in the use of POW + C-SPACE strategy to enhance student's writing skills. Moreover, this study could serve as a reference for further

research in the field of English language education, especially in integrating contextual and cultural elements into writing text.

1.6.2 Practically

1. Students

This study was expected to assist students in developing their writing skills, especially narrative writing. Students can learn how to plan, organize, and develop ideas systematically and write more purposefully through the strategy.

2. English Teachers

The results of this investigation could be utilized as a structured guide, from the planning stage to the final revision, and are anticipated to offer English teachers alternative effective learning ways for teaching writing skills.

3. The Future Researchers

The findings of this study were expected to serve as a reference for future researchers interested in investigating similar topics. This study could be used as a basis for further research on the application of this strategy in various other types of texts, different levels of education, or in diverse local cultural contexts, such as maritime-themed narrative texts.

1.7 Definition of Key Terms

1.7.1 Writing Skill

Writing skill refers to the ability of students to express ideas, thoughts, and feelings in written form using correct grammar, appropriate vocabulary, coherent

organization, and logical sequencing of ideas. In this study, writing skill focuses on composing narrative texts in English.

1.7.2 Narrative Text

A narrative text is a form of written communication that presents a story with the aim of entertaining and engaging readers through a sequence of events. It consists of structural elements such as orientation, complication, resolution, and reorientation, and usually involves characters, settings, and events.

1.7.3 POW + C-SPACE Strategy

The POW + C-SPACE strategy, developed by Graham and Harris, is a structured writing strategy designed to guide students through the process of writing. POW stands for Pick my idea, Organize my notes, Write and say more, while C-SPACE stands for Characters, Setting, Purpose, Action, Conclusion, and Emotions. This strategy helps students plan, organize, and revise their writing more effectively.