

## **CHAPTER I**

### **INTRODUCTION**

This chapter contains background, formulation of the problem, operational definitions, aims of the research and the significances of the research. The background discusses the identification of the problems which become the basic point of doing this research.

#### **A. Background**

In English learning, especially in education field, there are many subjects that provide particular way in teaching and learning English such as creative writing course. Creative writing is known as part of the curriculum in higher education, and most of English departments have a poet, fiction writer, and playwright on their program (Swander, Leahy, Cantrell, 2007). There are many students who learn and experience about how to write creatively through several ways in creating works such as writing short story. This study reported university students who had taken creative writing course and experienced to write a short story as one of creative writing works in EFL classroom environment. The students produced a short story with the same picture as the topic of their short story project. The picture showed a beggar who held a book and sat on the side of the road sheltering from the rain. All the students allowed to add other characters beside the beggar based on their imagination of that picture and required to develop their story following short story elements, such as setting, characters, conflict, plot, solution, and theme (Ibnian, 2010).

One of the students said that she found some challenges in developing a story based on a picture. Eventhough her short story was labeled as the best work among her group because she got the most vote, but she clarified that there were challenges while writing short story that caused by several reasons. It can not be denied that every student in the class may has different challenges to the others in the short story writing project due to different aspect and condition they faced while conducting the project.

In the previous study, Ibnian (2010) found that the storymapping technique had a positive effect on developingstudents' short story writing skills in terms of content and organization, mechanics of writing, language use as well as in skills emerged from creative abilities (fluency, flexibility, novelty and elaboration). However, it is lack of attention on the students' challenges during writing short story. By this opportunity, this study concerns onthe challenges of EFL studentsin writing short story. This study will use case study as the research design that aims to understand the phenomenon in short story writing project.

## **B. Formulation of the Problem**

In this study, there is particular question: What are the challenges of EFL students in writing short story?

### **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1. Creative writing : Creative writing is an academic subject in EFL classroom. It contains short story writing project.
2. Short story : One of the works in creative writing class in the form an invented prose narrative shorter than novel usually dealing with few characters and focuses on a self-contained incident. Students required to make their own short story based on a picture given by the lecturer.
3. Challenges : The term challenges in this research is referring to the negative challenges which indicate the difficulty of students in writing short story.

### **D. Aim of the Research**

This study aims to find and clarify the challenges of EFL students in writing short story.

## **E. Significances of the Research**

### 1. Theoretical:

This study provides the readers about learning challenges in short story writing.

### 2. Practical:

This study encourages student's creativity in writing short story.

### 3. Empirical:

This study will provide empirical insights into how the challenges involve in writingshort story.