

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the topics of study. It consists of background of the study, the research problems, the objective of the study, the significance of the study, the scope and limitation, and definition of the key terms.

A. Background of the Study

Writing is one of English skill which has to be mastered by the eleventh grade students of senior high school. According to Heaton, writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgment elements¹. Then according to Harmer each skill has difficulties for student but writing has become the most complicated skill to be learned because writing is a productive skill and needs a feedback².

Writing is considered as the most difficult language skill to learn for a language learner. Most teachers, however believe that it can be taught have turned out to be a focus of interest. The current approach to the teaching of writing focuses on what goes on when a learner get into the natural process of writing. The approach is called process approach, and it is technological development be reached an established frame work for teaching writing.

¹ J. B. Heaton, *Writing English Language Test*, (New York: Longman Group, 1995), p. 135.

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York:Longman Group, 1991), p. 52.

Furthermore, the objectives of teaching writing for the students in senior high school are required to learn and master the functional text. Kinds of functional texts in senior high school are narration, description and argumentation. Especially, procedure, description and narrative (narration) text are learned by the students in the eleventh grade of senior high school. In narrative text, students are asked to write a story based on the themes which are given by teacher. Based on the situation, the researcher did an observation in SMAN 1 Plosoklaten at the eleventh grade of students. Based on the researchers observation, the students got the low score in writing test. On the writing test, the students were asked to write a narrative text based on the given topic. The score of students in writing test was low. That was happened because of some factors. The first factor that students have to be able to create their idea to make a narrative text. It was not interesting enough for the students. Second, the students were lack of vocabularies. It made the students difficult in writing narrative text.

In this case, the researcher attempts to apply the new method for teaching writing. The method is teaching writing using picture series. Picture series is one of a media in study which can be used to help the teacher in delivering a material which is given to the student³. This media is used to stimulate the participation of the student in learning process⁴. Teacher can apply series of picture to develop student' creativity. When students lack of

³Dewi Alawiah, *The Effectiveness of pictures series towards studnts' writing skill in narrative text at elevent grade of SMAN 4 Depok In the Academic Year 2014/2015*, Syarif Hidayatullah, State Islamic University, Jakarta 2014.

⁴Ibid.

creativity in writing, teacher can help them by using picture. Furthermore, picture series also can be used to create students' creativity in learning, especially in writing. The researcher believes that choosing this method not only can develop students idea, grammatical, fuctional and vocabulary, but also students can get the imagination the picture to make narrative text. Besides, it will make classroom enjoyable.

The researcher finds some studies have been conducted using the picture series to improve students' narrative writing skill. One of them is Dewi Alawiah. In her research, it is stated that teaching writing here is how teacher can give an interesting picture, create a pleasant atmosphere and make the students active writing in class⁵. So the writer thinks that picture series is suitable also for junior and senior high school students for improving their narrative writing skill, and of course the way for teaching is simpler than her research.

According to Saputri, in teaching writing the students have some problems are grammatical, vocabulary, and structure of words⁶. To solve the problems in teaching writing, the research tries to apply a technique and this technique called picture series.

Based on the researcher's observation result about the students of SMAN 1 Plosoklaten, it was found that they have problem in writing. They could not express their idea in the narrative writing form. The researcher will

⁵Ibid.

⁶ Intan Ayu Saputri, *Improving the Writing Skills of Recount Text By Using Picture Series For the Academic Year of 2013/2014*, Yogyakarta State University, Yogyakarta, 2014.

apply picture series method as the alternative method to teach writing for students of SMAN 1 Plosoklaten by conducting a research and title THE EFFECTIVENESS OF USING PICTURE SERIES TO TEACH WRITING IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 PLOSOKLATEN.

B. Research Problem

Referring to the background of the study, the research problem of this research is “Do the students taught by using picture series have better skill in writing narrative text than those who are not taught by using picture series ? “

C. Objective of the study

Based on the statement of the problem, the objective of the study is to investigate whether teaching writing narrative text using picture series at the eleventh grade of SMAN 1 Plosoklaten is effective or not.

D. Hypothesis

The hypothesis of this research is “The students taught using picture series have better skill in writing narrative text than the students who are not taught using picture series”.

E. Significance of the Study

The result of this study hopefully will be useful for the students, teacher, and other researcher

1. The Students

This research study can be used to help students in writing. It means that, the media as the picture series can help the students to organize idea in writing. In addition, it can be used to motivate their learning in the class, especially writing a narrative text.

2. The Teacher

The researcher hopes that this study can improve the teacher's ability to help students in teaching writing in class. Besides that, the English teacher is able to use the interesting media to improve the students' ability in writing.

3. The Further Researcher

This study can be useful as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that using pictures series can improve students' writing skills.

F. Scope and Limitation of the Study

As mentioned in the background of the study above, the picture series is one of the alternative solution that can be used by the teachers to teach in writing narrative text in the classroom. This research is limited to the effectiveness of using picture series to improve narrative writing skill. In

addition, the writer focuses on the students at the eleventh grade of SMAN 1 Plosoklaten.

G. Definition of the Key Terms

In order to avoid misunderstanding of some terms used in this study, the following parts give definition of the key terms used in this study.

1. Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression⁷. This research presents the effectiveness of using picture series to bring about the result in students writing skill. When the students get the lesson using picture series, it can help increase students writing skill.

2. Picture Series

Picture series is one of a media in study which can be used to help the teacher in delivering a material which is given to the student. This media is used to stimulate the participation of the student in learning process. A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.⁸

⁷ Dictionary.com, LLC. "Effectiveness | Define Effectiveness at Dictionary.com." Dictionary.com | find the meanings and Definitions of Word at Dictionary.com. (<http://dictionary.reference.com/browse/effectiveness>, accessed on 22 April 2016)

⁸ Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*. (Kuala Lumpur: Oxford University Press, 1981), p. 49.

3. Writing

Writing is in the sense of the verb 'write'. Write is to make letters or other symbols (ideographs) on a surface, especially with a pen or a pencil on a paper⁹. Writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to writes should have something meaningful to convey¹⁰.

4. Narrative

Narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens¹¹. Narrative is designed to entertain and instruct the listener; it constructs a pattern of events and contains a problematic or unexpected outcome, and a narrative models desirable patterns of behavior¹².

⁹ Hornby. *Definition of Writing According to Expert* <http://www.globalshiksha.com> (accessed on 22 April 2016)

¹⁰ Barly, Bram. *Write Well: Improving Writing Skills*. (Yogyakarta: Kanisius, 1995), p.23

¹¹ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p.35.

¹² Valerie John and Steven Walker, *Macmillian English: Focus on Text 6 (South Yarra: Macmillan Education Australia, 2001)*, p.8.