CHAPTER I

INTRODUCTION

This chapter discusses some important points related to the area of the research. Those are background of the study, the research problems, the objectives of study, significance of study, hypothesis, scope and limitation, and definition of the key terms.

A. Background of Study

Writing is a means of communication. Writing involves transferring a message from our thoughts using language in the written form. Writing is an activity where the students write and share what they think. The students usually use writing as a tool to record the teacher's explanation, to make notes, to do the assignment or exercises, to summarize the lessons, and to write their diary.[1] Writing is also an effective action for the students to improve their skill. Through writing, teachers can identify students' ability in using the language, because writing does not only deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts or ideas into series of paragraph. Based on School-Based Curriculum or KTSP, writing is one of the important skills in English. It is based on the standard and basic competencies in teaching and learning process.

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[1]Desy Yunita Sari Widarti, et. al., *The Use of Real Picture Series in Teaching Recount Text Writing*. (Pontianak: Teacher Training Education faculty of Tanjungpura University, 2014), 1.

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Writing is considered as the most difficult skill because it involves some language components (spelling, language use, vocabulary, and punctuation). As Jack C. Richard' statement that "writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences".[2] In writing English, there are several text that have to be learnt by the students of Senior High School, they are: descriptive, narrative, and recount texts. Based on KTSP, recount text is the form of text that aims at retelling events for the purpose of informing or entertaining.

Through recount text, the students can talk their experience that is unforgettable and enjoyable. However, many students are still confused to start their writing. Many students have problems in writing skill. Exactly to write recount text. Their problems are: First, they found that it is difficult to develop the ideas for their text writing although they might have interesting ideas for certain topics. Moreover, the students feel burdened to write in English so they take a long time to think just to write a few sentences. Second, problem in their writing came from the organization of the text, in which many of them did not write the aspect of the text clearly. They cannot build a good sentence. Therefore, an appropriate media is needed to support students in writing.

One of learning media that can be used to teach writing in recount text is pictures. Pictures have an excellent device for providing both a purpose

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[2]Jack C. Richard, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 303.

and content for writing. It is also provides students with information about objects, actions, and events. Pictures can stimulate and motivate students to express their idea. According to Raimes "because everybody likes to look at picture, their use in the classroom provides a stimulating focus for students' attention".[3] In this case, the writer has applied Picture Sequences as a technique.

Picture sequence is a series of pictures of a single subject. Its function is to tell a story or sequence of events.[4] It is in line with the purpose of recount text that retelling some events in the past. In this study, the writer tries to apply picture sequences or series during the writing process because it can give the students an interest and motivation in learning. By providing it, the students will not be bored to write text and they can express their ideas and develop the content of writing.

The study of the effectiveness of using picture sequences or series in teaching writing has conducted by Muhammad Luqman Hakim (2010)[5] Entitled The use of Picture Series to Improve Students' Ability in Writing Recount Texts. This study investigated whether picture series can improve students' ability in writing recount texts. It also investigated the students' responses when picture series is implemented in teaching writing recount text. He found that the picture series could improve the students' ability in writing

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[3]Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press. 2001), 27.
[4]Betty Morgan Bowen, *Look here! Visual Aids in Language Teaching*, (London: Essential Language Teaching Series, 1973), 28.
[5]Muhammad Luqman Hakim, *The Use Of Picture Series To Improve Students' Ability In Writing Recount Texts* (A Classroom Action Research on the Eight Grade of SMP N 3 Kartasura in 2009/2010 Academic Year). (Surakarta: Universitas Sebelas Maret Surakarta, 2010), 102.

recount text. It can be seen from students' score in preliminary observation, cycle 1, and cycle 2 that increased. He concluded that picture series could be implemented effectively in teaching writing recount text by using some procedures. They are: Explain what picture series implemented through writing process and its activities as clearly as possible; Give model before applying; Explain good pre-writing technique; Conduct revising and editing; Choose the picture series which in accordance with the topic, the students' level and basic competence; and Manage the class well.

Ika Pratiwi (2013)[6] Entitled The Effectiveness Of Using Sequence Pictures In Teaching Writing Of Procedure Text To The Seventh Grade Students Of SMPN 1 Kajoran In The Academic Year of 2012/2013. The result of this study shows that teaching writing by using sequence pictures as media can improve the students' writing ability in procedure text. The result of the mean score of the post-test in experimental group is higher than the mean score of post-test in control group. The mean score of the students who are taught by using sequence pictures is 74.06, and the mean score of the students in control group is 68.56. According to the result of her investigation, she concluded that using sequence pictures is effective in teaching writing of procedure text to the seventh grade students of SMP N 1 Kajoran in the academic year of 2012/2013. Thus, the hypothesis is accepted.

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[6]Ika Pratiwi, (2013)*The Effectiveness Of Using Sequence Pictures In Teaching Writing Of Procedure Text To The Seventh Grade Students Of SMPN 1 Kajoran In The Academic Year of 2012/2013*, (Purworejo: E- Journal Universitas Muhammadiyah Purworejo. 2013). 3.

Tentrem Wiji Asih (2013)[7] Entitled The Effectiveness of Using Picture Sequences in Teaching Narrative Text to Improve Students' Writing Ability in The Eleventh Grade Of Man Kutowinangun In 2012/2013 Academic Year. The result is the mean score of pre-test is 59.290 and the mean score of post-test is 74.322. Comparing the result of the pre-test and the post-test aims to find out the effectiveness of using Picture Sequence. The students' writing ability who are taught by using Picture is improved. It can be seen the improvement of students' writing score from pre-test to post-test is 15.32%. Therefore, the researcher concluded that Picture Sequences is effective to improve students' writing ability.

Related to this study, the researcher concludes that the previous study has similar discussion. The researcher interested to conduct this research because the eighth grade students of MTsN Ngronggot also faced some problems in writing, especially in recount text. One of the problems is caused the teacher still uses traditional or conventional method. He just explained the characteristics and the examples of the texts. Then, the teacher asked the students to write in a certain topic. The time given by the teacher was limited but two weeks later, the students has not finished it. It showed that the students' ability in writing recount texts was still far from what was expected.

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[7] Tentrem Wiji Asih, *The Effectiveness of Using Picture Sequences in Teaching Narrative Text to Improve Students' Writing Ability in The Eleventh Grade Of Man Kutowinangun In 2012/2013 Academic Year*. (Purworejo: E- Journal Universitas Muhammadiyah Purworejo, 2013), 3-4.

According to the problem above, the researcher focus on the students' problem in organizing ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language features. The researcher decided the method that is appropriate to the characteristics of the students of MTsN Ngronggot is using picture sequences in teaching recount text. Therefore, the researcher tried to conduct an experimental research to find out how picture sequences improves the students' writing skill of recount text. By using picture sequences, it was hoped that it could improve the students' writing skill of recount text, especially in starting and organizing the ideas. Therefore, the research is entitled "The Effectiveness of Using Picture Sequences to Improve the Students' skill of writing recount text at MTsN Ngronggot Nganjuk."

B. The Research Problem

Based on the background of the study above, the general question of this study is "Is teaching by using picture sequences effective to improve the students' skill of writing recount text at MTsN Ngronggot Nganjuk?"

C. The Objectives of Study

The objectives of the study provides the answer from the research questions. Related to the previous questions above, the aim of this study is "to know the effectiveness of using picture sequences to improve the students' writing skill of recount text at the eighth grade Students of MTsN Ngronggot Nganjuk.

D. Significance of Study

This study is expected to give contribution to the development of English teaching learning process. The result of this research is expected to provide information about teaching writing in recount text by using picture sequences.

Firstly, for the English teacher. This study is expected to help them solve the problem that happened in the classroom, especially in writing recount text. By considering the result of the study, the teacher does not use monotonous method in teaching writing. It also show the teacher that picture sequences can be an interesting technique in teaching writing. It can become a good stimulant to improve students' writing skill of recount text.

Secondly, for the student. The result of the study can help them to write better and hopefully it can help them to build their understanding of the sequence events in recount text. The use of picture series in the teaching and learning process will surely attract the students' attention to study. The students are motivated to write as they get new ideas from the picture sequences given. Therefore, they can get a better achievement and higher interest in learning English as a result the students' English writing skill is improved.

Thirdly, for the researcher. The writer hopes that the researcher can use this thesis as the reference to next researcher who is interested in further development of this matter.

E. Hypothesis

Based on the research, the writer builds the hypothesis to make the purpose of this study clear. The hypothesis of this study is: picture sequences is effective to improve the students' skill of writing recount text at MTsN Ngronggot Nganjuk.

F. Scope and Limitation of the Study

There are many methods of study that can be applied in teaching writing in order to improve the students' writing skill. In this quantitative experimental research, the scope of the study is focused on the application of picture sequences to improve the students' writing skill of recount text at eighth grade students of MTsN Ngronggot due to the fact that their writing skills were still low. The researcher focused on whole students' writings of recount text from experimental group and control group. Therefore, this research is limited on the problems by analyzing all the result of students' writings from two groups that consists of 70 students.

G. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation about the basic concepts used in this study, the researcher gives some definitions of the key terms as follows.

1. **Effectiveness** is able to bring about the result intended or the students easier and fast to study, memorize, and speak English.[8] The term effectiveness is defined as the capability of producing a desired result. In this research, effectiveness is indicated by improvement of writing skill that is measured by comparing the mean score of posttest of the experimental and the control groups.

2. **Writing** is a technique to make language and to show idea, feeling and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.[9]

3. **Recount text** is a text that retells the sequence event or experience in past. It has purpose to retell and describe experience in the past.

4. **Picture sequences** is the kinds of visual aids in the teaching learning that shows the events. Sequence picture is suitable for writing production because it helps student to produce the text.

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[8]Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University, 1991), 4.

[9]Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), 31.