

CHAPTER I

INTRODUCTION

In this chapter, the background of the study, research question, objectives of the study, hypothesis, significance of the study, the scope and limitation of the study, and definition of key terms are discussed.

A. Background of Study

As one of the international languages, English is an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia contry. It is one of the subjects that is taught from the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten (TK) and Elementary School (SD), is widely taught as a local content, while in the Junior High School (SMP) or Senior High School (SMA) it is taught in more national and international content.

Relating to English skills, there are four skills: listening, writing, reading, and writing, which readily come to mind. The four skills are needed for completing communication (Lindsay, 2006). When we learn our native language, we usually learn to listen fisrt, then to write, then to read, and finally to write. These are called the four "language skill".

Writing is one of the basic skills in English which is considered as the most complicated and difficult to learn than other skills, therefore it requires a greater degree of accuracy and more detailed attention in some language aspects. And also the aspects include the use of vocabulary, structure of the sentence, composition of

the sentence, spelling, and punctuation. All of these aspects are very important to master in order to be able to produce a good writing.

This idea is also supported by Richard and Renandya (2002:303) who state that writing is the most difficult skill for foreign language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Therefore, learning how to write well as early as possible is very important for the students to achieve better understanding and to practice it along their academic life. Further, Brainy (2003) also claims that writing skill is an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Writing is considered as an indicator toward the students' success in learning English. Kingston et al (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. However, the facts shows that students' abilities in writing are still low. It can be seen from the students' performances in writing and their responses towards writing. Students should have a good ability to write but most students cannot develop their own idea when writing. A good writing is characterized by a good choice of words but most of students cannot use appropriate words in their writing. Students are expected to be able to write sentences with no grammar errors but grammatical errors are the common errors in students' writing.

This study has two previous studies, the first previous study by Fadhilah Nur Rohmah, (2013). The result of her research it's can be shows that using picture

series is effective on students writing recount text and effect of picture series toward students writing skill in recount text has modest effect. The second study by Tri Lidyawati & Rahmadi Nirwanto, (2016) The research was quasi-experimental design and the result of her research it's can be shows that writing scores which are gained by the students before and after conducting treatment are significantly different. So, the students who were taught using picture series achieve better in writing recount text than the students who were taught without picture series.

Based on the writer's preliminary study at MA Al-Huda Kediri (Senior High School), the writer found some problems of the eleventh grade students' in English language especially in writing skill because writing ability of the students is still low, and also the students still write the sentences and paragraphs that were unsatisfactory. The main problem that found is about the content, most students have difficulty expressing their ideas to write and cannot develop their own ideas when writing, so it make them feel bored and difficult to learn English writing. The second category is difficulty in vocabulary, many students don't memorize the meaning of vocabulary a lot. Therefore students tend to use direct translation in writing and also some students have difficulties in grammar such as the use of verbs and correct pronouns.

Based on the explanation in preliminary above, the researcher found a solution to solve students' problems in writing. So, the researcher decided to use classroom action research (CAR) as a method and there are several alternatives that can be used by teachers to improve student in writing skill. One of them is a suitable learning media used in improving students' writing skills is picture series. Because

of picture series can provide a new nuance in learning that tends to be monotonous. In addition, this media can attract students' attention so students are motivated and actively participate in learning activities. Therefore the researcher chooses to use the picture series to improve students' writing skills because the researcher wants to know how picture series can improve students' writing skill in MA Al-Huda Kediri?. So, the writer makes an action research with the title “*Improving Writing Skill By Using Picture Series at The Eleventh Grade Students of MA Al-Huda Kediri*”.

B. Research Problem

Based on the statement of background of the study above, the research tries to formulate the problem: “How can picture series improve the writing skills at the eleventh grade students of MA Al- Huda Kediri”?

C. The Purpose of Study

The purpose of this study is to improve writing skill by using picture series at the eleventh grade students of MA Al- Huda Kediri.

D. Significance of The Study

This study is expected to provide useful information for students, the English teacher and the further researcher.

For the students, the result of this study is expected to help students to improve their writing skill and also can be motivation to study English. For English Teacher, the teacher as the connection among the students and knowledge can get better way and is not monotone. So, the learning process will be fun and rejoice. School is formal institute which is place to get knowledge. So, if the school has

great learning-teaching process, the student will be happy to get knowledge and give the best result qualified graduated. The last, The further Researcher is expected to be able to use the result of the study to do better research in the same field.

E. The Scope and Limitation

This study focuses on improving students' writing skill by using picture series. This study is limited to the eleventh grade students of MA Al-Huda, located in Jl. Masjid Al-Huda 196. Kota Kediri, Jawa Timur 64122.

F. Definition of The Key Terms

To avoid misinterpretation of some term used in this study, the key terms are defined as follow:

1. Teaching Writing

Teaching writing is a process of teaching in which the teacher shows and help someone or students to learn how to write well in English.

2. Writing Skill

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

3. Picture Series

Pictures series are arranged as media to help students express their ideas and feelings fluently. Picture series as a learning strategy that use the image as a media of learning.