

CHAPTER I

INTRODUCTION

In this initial chapter, the background of the study will be beginning, the problem statement of the research, and the objective of the research.

A. Background

Writing is one of the four basic skills that is very important and must be mastered by every student in the teaching and learning process. And of course, writing must be taught by the teacher to students in a way that is easily understood and easily understood by students. According to Flynn and Stainthorp in Thresia (2017), writing is an activity that allows writers to explore their thoughts in writing. Writing is an English skill that is considered the most difficult, because writing is a productive skill activity which is a productive skill. Called productive skills because writing is a skill that produces a written text in English (Fakhrudin, 2020). This skill is different from listening and reading skills, but producing a written text. According to Masykuri (2020), writing is one of the most complex skills to be mastered by children and adults, because writing is not only writing some texts, but also paying attention to the communicative purpose or purpose of the reader in a written masterpiece.

Indonesian education department applies English as a foreign language, because English is not used as the official introduction to the Indonesian government and learning is carried out when a person has mastered his mother tongue or Indonesian (Hidayat, 1990). The goal of learning English is to be able to

communicate, both orally and in writing, formally and non-formally. The meaning of communicating is intended to understand and express information, thoughts, feelings, and develop science, technology, and culture by using the language (Kartika, 2017).

This research takes up the topic about narrative text. According to Inessa and Nicolas (2008), writing furthermore is much more complicated because it has that attitude relates to the value of written texts and premises built with "correctness" and the gravity of people's errors. Considering that we currently live in a modern era, where everything can be accessed via the network. In other words, the main objective of this research is to prove that the use of describing picture effective to use in teaching narrative text. In addition, this ability is also very useful in today's modern times. Each of them can further develop their writing skills through the internet. Like makes the internet as a business field for those who have the ability to write interestingly, such as writing in the form of fiction, fables, novels, and others. This is a great opportunity for today's students. They can appreciate their inspiration, imagination or experience through an interesting piece of writing. Therefore, this study uses the describing picture method to prove that this method is effective to use in teaching writing narrative text especially for the tenth grade of senior high school. Describing picture is more effectively used in teaching narrative text, because this has also been proven by previous researchers using the same method.

There were some relevant studies related of this research. Firstly, a thesis has been written by Intan Wahyu Saputri 2013, the Classroom Action Research

(CAR) which entitled “Improving the Writing Skills of Narrative Texts by Using Describing Pictures for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014”. The aim of her study is investigating the students’ improvement of writing narrative text using Picture Series technique and consists of two cycles. The subjects of the research were 30 students of VIII D of SMP Muhammadiyah 2 Kalasan. The writer used observation, interview, and test in collecting the data. As a result, her research proved that picture series can improve the students’ writing skill on narrative text.

The second is research by Muhammad Nur Fajar Mursal 2019 entitled The Use of Picture Series as Media in Increasing Students’ Writing Skill at The First Grade Students of SMA Negeri 1 Gowa. Her research is an Experimental Research at the first grade of senior high school. Her research used one class that was class X.F as a sample, it consisted of 35 students. And the result is Picture Series is effective to improve the students’ writing ability in terms of content, it was improved by the mean score of content before and after giving the treatment is 66,42 becomes 83,43 improve 25,60% with ttest value content is greater than t-table ($33,48 > 2,03$).

The third research was using describing picture to improve students’ ability in writing narrative text by Nurwina et al, (2020) by the tittle “The Effect of Using Bugis Song Media on Learning Outcomes of Bugis Narrative Text Writing at Watansoppeng”. In this research, the researcher found that using describing picture method can improve students’ ability in writing narrative text. The results of this study explain that there are developments between before and after

applying the Bugis song method in improving writing narrative text. This is evidenced by the test results which show that there are many students who managed to achieve a fairly high score.

The fourth research was written by Nurul Qomariah (2021) with the title “Increasing Ability to Write Descriptive Text in English through Serious Pictures in Class VII. A Students of SMP Negeri 2 Karanggayam Semester 2 Academic 2020/2021”. This article has the same method that will be used in this research, just a little different with this research. In this article, it has also produced good results for students in the school, but in previous studies there were several weaknesses. Among them is the lack of explaining the method or how to assign to students. In the article, it was only explained that students would be given a picture to practice writing descriptive text skills. So, that this can have a confusing impact on students regarding what they should do regarding the task (Toba et al, 2019).

Based on previous studies above, it can be concluded that writing is an important language skill that must be developed and mastered by every student, because it is an important factor in all teaching English. There are many methods, strategies and techniques that have been used by several teachers or lecturers in teaching writing skills. According to Herni (2018), the use of picture method is suitable for teachers in improving writing skills and providing solutions for teachers in teaching and learning activities. There are many types of learning media that can be used by teachers in teaching English, for example three of they are visual, audio and audio visual. Visuals can be in the form of boards, models,

miniatures, real objects, puppets, clocks, time boards, pictures, photos, wall charts, flannel boards, flash cards, posters. And then, there is audio, it can be a music or tape recorder. And the last is audio visual, it can be television, power point, and video cartoons, movies, and even news. We as teachers must be able to choose and consider the suitability of the media with the techniques used in the teaching and learning process (Osman et al., 2020).

According to Richard and Renadya (2002), students will have a challenge to make a written work whose results can be read by a lot of people. This research uses an image that is used as a learning method in improving the ability to write narrative text. According to Ariningsih (2010), using pictures can make students easy to get ideas and make it easier for them to get their imagination going. And it does not take too much time, because it can be a waste of their time. By using learning media in the form of pictures in improving the ability to write narrative text. Students are expected to be able to carry out the learning process in class with pleasant situations and conditions and the teacher can guide students in seeking inspiration or imagination. So, it can improve students' ability to write simple short essays in narrative form (Marwah, 2017).

The application of the describing picture method is one solution to overcome problems in teaching writing, such as the problem of lack of imagination, Rofi (2017). In addition, there are also psychological problems, lack of motivation, lack of confidence in their essays, and even anxiety in writing experienced by students. These are various challenges that are being experienced by some students. If students experience a lack of motivation in learning situations, then

they will also lose their attention or concentration in writing (Octaviana, 2016). Because with pictures, students can be provoked into developing their imaginations easily and pictures are also one of the communication media that can show people, places and things that are far from us Irigiliati, E. (2017).

Based on problems above, this research aimed to know the effectiveness of Describing Picture method in writing narrative text. Besides that, this research chose the first grade of senior high school as sample, because on the first grade of senior high school is the first time for students to learn about narrative text. And in this phase is in students' active and creative period. Therefore, this research decides to apply and prove that using describing picture method is more effective to use in teaching writing narrative. This research decided to take the title “The Effectiveness of Describing Picture Method on Students’ Ability in Writing Narrative Text at SMK Al Huda Kota Kediri”.

B. Problem Statements

Related to the background above, this research formulates the problems of this study is:

Is there any significant different between students who are taught by using describing picture method and students who are taught by using direct method toward students writing skill in narrative text for the tenth grade of senior high school at SMK Al Huda Kota Kediri?

C. Objectives of Research

Based on the above background, this research focused to prove that the use of describing picture method more effective to apply in teaching narrative text. In this method, students were given an image, where the image helpful to develop students' imagination in writing narrative text. From this research, this research or writer hopes that by applying the narrative text learning method using describing pictures, it can clarify and make it easier to understand abstract concepts. Until in the end, students would achieve learning outcomes that are in accordance with what is expected by researcher and teachers through the method of describing picture.

Based on problem statements above, the objectives of this research are to find out that the effectiveness of describing picture method was more effective to use in teaching narrative text.

D. Hypothesis

The statistical hypothesis is described below:

- a. Ha: There is a significant difference between students who are taught by using describing picture method and students who are taught without using describing picture toward students writing skill in narrative text.
- b. H0: There is no significant difference between students who are taught by using describing picture method and students who are taught without using describing picture toward students writing skill in narrative text.

E. Significance of the Study

The significance of this study not only is expected by the writer herself but also it is expected by English teacher, students, and further researcher as follows:

1. For English Teacher

This result of this study is expected to provide beneficial information about describing picture as media used for students writing skill and it is hoped that they can be applied in teaching and learning process; can be more interesting and effective. They, furthermore, can improve either teacher's ability or students' writing skill.

2. For Students

This study is expected to facilitate students in organizing their thoughts while writing their past experience. Through describing picture, students will be more interested in writing narrative text.

3. For Further Researchers

This research is hoped to give new information as the source to the further researchers in doing same and better study of the instructional cases.

F. Scope and Limitation

Through this study, this research would like to limit the problem. This study is conducted to focus on the implementation of describing picture as media in narrative text. The describing picture can be implemented to see how effective

they are toward students writing skill in narrative text at the eleventh grade of SMK Al-Huda Kota Kediri.

G. Definition of Key Terms

That is essential to introduce the meaning of key terms utilize in this review to stay from misunderstanding and error. There are meanings of the key terms as follows:

1. Effectiveness of writing

Effective writing is readable, that is clear, accurate, and concise. When writing a term paper, essay, novel, whatever it is need to pay attention to these three things. When writing narrative text, what needs to be considered is about language features of narrative text and generic structure of narrative text (orientation, complication, resolution, reorientation).

2. Method

Method is a method used to do something in order to achieve good results. Everything will not work if there is no method used. In learning, an effective method is needed to help the learning process run well. However, the use of inappropriate methods can also hinder the learning process. In order to get good results, this research uses Describing Picture to increase students' creativity in writing narrative text.

3. Writing Achievement

Writing is an English skill that is considered the most difficult, because writing is a productive skill activity which is a productive skill. Writing is the most difficult skill in English learning. It has a little different than other skill, because writing is thinking process, and writing also need to develop the writer's imagination. A good writing should possess the unity of its sentences and story by considering: the grammar uses accurately, the flow of the writing as well as the order, the detail, and the development of the writing. When all of those aspects are achieved well, the writing will be a good and readable writing.

4. Narrative Text

Narrative text is a text that contains imaginary stories, fairy tales, or true story that have been exaggerated. Usually there is a moral value to be learned at the end of the story. Basically, Narrative writing is a story telling in a written form with the intention of motivating, educating, or entertaining the reader.

5. Writing Narrative Text

In writing narrative text, of course there are several things that must be considered before writing. Among them are doing pre-writing, then planning and outlining, then writing a first draft, the next is redrafting and revising, and the last is editing and proofreading.

6. Describing Picture Method

Describing picture is one of the learning methods with the aim of improving students' writing skills. In addition, this describing picture helps to overcome problems in narrative writing such as the writer's lack of imagination. With the help of pictures, students will get ideas or imaginations that can help students write their stories more easily. Describing picture can trigger the brainstorming process of each student as a tool to find inspiration or imagination in story writing. Pictures can be used to help students write narrative stories. With pictures, students can more easily arrange paragraphs in each story.

7. Direct Method

Direct method is a method used in writing narrative text directly. In other words students will be given several titles regarding narrative text and students are free to choose the title they want to make narrative text stories.