

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, the formulation of the research problem, the purpose of the study, the significance of the study, the definition of key terms, and the organization of the study.

#### **A. Background of the Study**

English is an international language. It is used all over the world. In modern society, English is very important because it becomes a global or an international language that is spoken by people around the world to communicate each other. English is spoken as a first or second language around the world. In some countries such as Singapore, Malaysia, English is used as a second language. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and education. For that reason, it is important for people to master English in speaking and writing, in order to be able to communicate and socialize with the world community.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that learners should study the four basic skills, they are listening, speaking, reading, and writing. These skills are used

to understand the world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skills we have much better chance of understanding and being understood and getting what we want and need from around us.

English is one subject that is taught in school in Indonesia, from elementary school until university level. All of Indonesian students study English. In elementary school, English is not a compulsory subject, but it is just a local content subject because students begin to study the basis of English. After elementary school, exactly in junior high school and senior high school, students learn or are taught English as the main subject in teaching and learning process. Moreover, the English language teaching in Indonesia is based on the Minister of Education and Culture decree No. 096 of 1967, declared that: “ Bahasa Inggris sebagai bahasa asing pertama di Indonesia dan pelajaran wajib untuk SLTP sampai perguruan tinggi”. “English becomes the first foreign language that should be taught formally to all Indonesian students, started from Junior High Schools up to College or University levels”.

In teaching English, there are four skills that must be mastered by the students, they are reading, speaking, listening and writing. For many students, writing is the most difficult skills. This is in line with Richard (2002:303) that “writing is the most difficult skill for second language learner to master of putting together strings of grammatically of correct sentences”. Writing is

also very important because through writing the students can develop their ideas into a good paragraph. Compared to other skills, writing is the most important and difficult skill. According to Wilson (2011: 206), learning to write well is important, one of the most important things the students will do in their education. So, writing is the most important skill in tapping the creativity of learners. Besides that, Wilson (2011: 206) says that writing is almost never been done without a reason. The reason may come from experience, such as receiving an unfair parking ticket, or from a requirement in class. Besides that, through writing the students can organize the sentences to be a good text. Teaching writing must be taught since early. In elementary school, teaching writing was taught from little things, and the students' skill in writing will develop based on their grade.

Writing involves some language components such as spelling, grammar, vocabulary, and punctuation. Writing is a skill that needs extra works to be mastered. The purpose of teaching writing is to develop students' ability to function effectively in such written context. Writing plays an important role in which speaking can not to fulfill the communicative needs. Therefore students need a lot of practices to apply their writing ability. Commonly the problem faced by students in writing is to develop ideas. They do not know how to arrange their idea in a good structure.

Writing is included in the curriculum component but it makes the students bored. Many teaching techniques or methods can be applied in teaching and learning English. It must be chosen the best way in accordance

with the situation and condition of the classroom. It is very useful for the students to express their ideas through writing. Teachers are the main factor for the success or failure of teaching.

Teaching writing requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention to word spelling, punctuation marks, dictions, grammar, purposes of their writing, and ideas of their writing itself. The first thing that they have to understand is getting the idea to write. That is the soul of their writing because it contains messages to be delivered to readers. Harmer (2004: 31-34) stated that teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching writing helps the students to become better writers and to learn how to write in various genres

In teaching writing, there are many things that are taught, such as the types of text. In writing there are many types of text too, such as descriptive, narrative, and recount text. Descriptive text is a text that has purpose to describe person, place, or thing. Narrative text is a text that has purpose to tell story or past event or entertain the readers. Recount text is a text that has purpose to retell past event or experience. The types of text are taught for the students in second grade of junior high school, especially recount text. For the students of second grade of junior high school, they must master recount text well to success their final examination in the next year. Besides that, they also can share their experience to their friends in English well.

The recount text is chosen as the main investigation of this research because this research takes on the second semester of second year, it is suitable with the curriculum 2006 School-based Curriculum (KTSP). The researcher is hoped to support the learning teaching of the English. In KTSP Curriculum, recount text is defined as a text that retells events in purpose of informing or entertaining. Recount text usually has three main parts, they are : (1) Orientation : identify a person or thing acted or got involved in the event, including the time, a certain place, the situation, etc. (2) Series of Events : ordered in a chronological sequence. (3) Re-orientation: not always (optional), it contains personal comments. People often use this text when they talking about past experiences or events, written for information or entertainment. This is in line with what is stated by Suparman & Hartatik (2008:8), the social function of recount text is to tell events for purpose of informing or entertaining and the schematic structure are orientation, events and reorientation.

In this study, the researcher chose SMPN 1 Ngunut as the location because from that school the researcher found out writing problems. The problems were found at preliminary observation or reconnaissance on January 14<sup>th</sup> 2016. In this stage, the researcher distributed questionnaires that were validated by the writing test for 40 students of second grade (VIII H) and also did interview with the classroom English teacher. From the questionnaires, it was found that basically the students of eighth grades (VIII H) liked writing in English, but they did not like writing recount text for some reasons:

1. They did not have sufficient knowledge on how to write recount text. This result brings the students about getting confused on how to choose the topic of writing
2. They were afraid of making mistake when writing
3. They did not know how to write, develop topic into good writings and arrange sentences well
4. They did not have sufficient number of vocabulary
5. They could not use proper tenses in writing recount text.

However, they are actually keen on improving their writing skill especially in writing recount text.

They were also confused about what they would write. It happened because they were usually only given examples of text types. After that they should write or produce their own text with limited guidance. Although writing is difficult, the students realized that they need to improve their writing skill because they know that writing skill is very important for life.

The same information is also gotten from the interview with the English teacher in SMPN 1 Ngunut, the most students of eighth class in of SMPN 1 Ngunut got difficulties in writing, exactly in writing recount text. The teacher said that the students lack of vocabulary, feeling difficult to make sentences in English, getting difficulties to determine the correct tenses, determining the topic and the difficulties in arranging the paragraph. The result of the difficulties is the students get poor achievement or they get the score which is under the minimum score that has been determined by the

government in test of writing recount text. Furthermore, the students of second grade of junior high school must master recount text to success their final examination. Besides that, they also can share their experience to their friends in English well. This means that the above mentioned problems are significant to be solved students' skill in writing recount text by using photographs sequence.

According to Berger (1973:1) in his article a photograph is a result of the photographer's decision that it is worth recording that this particular event or this particular object has been seen. A photograph is already a message about the event it records. Photograph is also a picture produced using a camera. According to Hornby (2004: 329) in Oxford Dictionary, sequence is a series of related things or events, or the order in which they follow each other.

This research used modified strategies, they are picture sequence and photographs. Bowen (1973:28) explained that a pictures series is a number of related composite pictured linked to form a series or sequences. Hence, its function is to tell a story or sequences of events. According to Kellner (2009:2) the unnamed author of this "Learning Page" from the Library of Congress, some photographs can help to launch "projects that will develop visual literacy and creative writing skills," while others "lend themselves to expository writing." Furthermore, Rogovin(2000:1) in his article explain that using photographs may helpful in arousing interest in illustrating an important idea. Moreover, according to Raimes (1983:34) using a picture as a topic for several writing classes gives the opportunity to the students to develop not

merely a wide variety of task but also a sequence of the writing task. The picture can be used as a reference point for student to discuss a cultural phenomenon and their own experience related to it. Thus, the picture sequence can help the students to develop and generate the idea based on their experience.

Modified models of Kellner's (2009) and Raimes's (1983) Photographs sequence is Photograph sequence is some photos that is arranged sequence or the order in which they follow each other by using movie maker. Its function is to tell story or a sequence of events.

Based on the result of research done by Astuti (2011) in MA Darul Ma'arif Cipete South Jakarta, it was revealed that pictures sequence strategy can be effectively solved the problem of the students' writing. In addition, the result of the research by Nafisah (2013) at eighth grade student of SMP Negeri 1 Mayong Jepara showed that using photographs can be effectively solved the students' problem in writing recount text. It also increased the students' score in writing recount text to achieve the Criteria of Minimal Score (KKM) of the eighth grade are 75. Moreover, Lutfiyah (2009) has conducted a research of second year students of MTs Mojorejo Blitar. The result revealed that by utilizing photographs the can be effectively solved the students' problem in writing recount text urther, Photographs have been implemented successfully by Indah (2010) at SMA Negeri 1 Batangan Pati in the academic year of 2009/2010. The research showed that Photographs can be effectively increased the students' achievements in writing recount text. This indicates



that these problems of second grade (VIII H) students of SMPN 1 Ngunut can be solved by using the photographs sequence strategy. Photographs sequence can help the students to share, develop and organize their ideas to be a good paragraph

Indeed, the photograph sequence strategy is effective to solve the problem in writing recount text. Therefore it is essential to conduct a research using photograph sequence strategy to improve students' skill in writing recount text of the second grade students of SMPN 1 Ngunut.

Relying on the benefits and the successful story of the implementation of photograph sequence teaching strategy that can improve the students' writing ability in recount text, the researcher come to the conclusion that photograph sequence can be used to solve the problem in teaching and learning recount text for the second grade studnts of SMPN 1 Ngunut.

Based on the background above, the researcher is interested in conducting a research entitled **“Improving the Students’ Skill in Recount Text by Using Photograph Sequence of Second Grade at SMPN 1 Ngunut”**.

## **B. Research Problem**

Based on the background of the study, the research question is formulated as follows: “How can Photograph Sequence improve students’ skill in writing recount text at eighth grade of at SMPN 1 Ngunut?”

### **C. Purpose of the Study**

Related to the formulation of the problem, the study is intended to investigate how photograph sequence can improve students' skill in writing recount text at eighth grade at SMPN 1 Ngunut.

### **D. Significance of the Study**

The result of the research is expected to give contributions for:

#### 1. Teachers

The result of the research can help the teacher to know the most effective media or strategy and improve the teaching writing of recount text by using photograph sequence. It also gives the teacher reference if he/she gets the same problem, he/she can use this technique to overcome it, one day.

#### 2. Students

Hopefully, the result of the research can help the students to understand and construct a recount text easily and correctly with fun way by using photograph sequence strategy. They will enjoy in the class and get meaning from their activity.

#### 3. The future researchers

The result of the research can be used as a reference which gives new idea for developing photograph sequence better. The researchers are expected to conduct another research related to Photographs Sequences (experimental research) to strengthen photographs sequence as an effective technique to improve student's skill in writing recount text.

### **E. Scope and Delimitation of the Study**

The research is focused on the teaching writing recount by text using photograph sequence. Recount text is simple because it just retells the experience in the past into a paragraph. A photograph is a result of the photographer's decision that it is worth recording that this particular event or this particular object has been seen. This research conducted at SMPN 1 Ngunut in eighth grade H that consists of 40 students.

### **F. Definition of Key Terms**

In the research, the key term is provided to avoid misunderstanding. Some key terms can be defined as follow:

#### 1. Improve

Improve means making something better than before (Oxford Advance Learners' Dictionary). In this study, improve means an effort of increasing students' skill in writing recount text better.

#### 2. Writing Recount text

Writing is one of English skills that should be taught integrated. Recount text is one of the types of text that retell the past event or experience. This text has purpose to retell the events that have been done as information or entertainment for the reader. Thus, writing recount text is the activity that write the past events.

#### 3. Photograph Sequence

Photograph is a picture of a person or scene in the form of a print or transparent slide, recorded by a camera on light sensitive material,

usually capture past events and help students remember detail about people, place and events. Sequence is a series of related things or events, or the order in which they follow each other. Thus, Photograph sequence is some photos that is arranged sequence or the order in which they follow each other by using movie maker. Its function is to tell story or a sequence of events

### **G. Organization of the Study**

To make the readers understand the main point of the research; the researcher divides it into five chapters as follow:

1. Chapter I : it is introduction. It presents the background of the study, the formulation of the research problem, the purpose of the study, the significance of the study, the definition of key terms, and the organization of the study.
2. Chapter II : it is review of related literature. It presents the review of related theories and studies.
3. Chapter III : it is research method. It presents the research design, subjects and setting of the study, and procedures of the study.
4. Chapter IV : it is findings and discussion. It presents the finding of data in this research and the discussion.
5. Chapter V : it is conclusion and suggestion. It presents the conclusion of the research and some suggestions.