

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the Introduction elucidates the theoretical and empirical foundation of the research, outlining the significance of conducting the study and the specific problem it aims to address. This chapter comprises five sub-chapters. The components include a Research Background, Research Question, Research Objective, Research Hypothesis, and Definition of Key Terms.

#### **A. Research Background**

Language education in schools aims to cultivate students' passion for languages, enabling them to develop the skills to both appreciate and critically assess linguistic works as they mature. Engaging in writing exercises is crucial for educators to enhance students' critical, analytical, meticulous, efficient, and effective thinking abilities.

Writing is a form of communication that utilizes language by a specific medium. Writing is fundamentally a composition of letters imbued with significance, encompassing all written characters, including spelling and punctuation. Individuals may be deemed writers if they can articulate thoughts in written form and effectively convey emotions with coherence. The writings of an individual possess the potential to be profound and beneficial to those who anticipate engaging with them, thereby extracting value from the content.

However, writing is the act of communicating thoughts, emotions, experiences, and concepts through symbols or meaningful written language,

which is then transcribed onto a medium like paper, books, or laptops. Using grammar, writing, vocabulary, and word structure to comprehend the educational content, the images are chosen and adjusted suitably.

Writing has the same ability as speaking, namely as a form of communication tool. According to Krashen (1982), the concept of basic knowledge of English is closely related to the ability to communicate in a complete sense, namely the ability to discourse, namely the ability to understand and or produce spoken and or written texts which are realized in four main elements, namely reading (reading), writing ( writing), speaking (speaking), and listening (listening) by the degree of significance and the level of cognitive development of students.

Learning to write is an activity carried out through regular and organized thoughts into written form. Many people are good at making speeches or speaking. However, many of them cannot express their thoughts deeply in written form. Graves said that a person is reluctant to write because he does not know what he is writing for, feels that he is not talented at writing, and feels that he does not know old buildings or new buildings, and so on.

Learning to write requires the teacher to be a facilitator. The teacher should have a stake in engineering situations and environments in active, creative, innovative, and fun learning in the classroom. Teachers should also be able to teach students how to write recount texts. Learning can run well if there is cooperation between teachers and students. In addition, the teacher's way of

teaching is also very influential in student learning; sometimes, teachers still use traditional ways of teaching.

Various genres of texts are employed as instructional resources for cultivating writing proficiency at the junior high school level, encompassing descriptive, report, narrative, recount, and numerous others. The primary emphasis of this study pertains to English text presented in the recount format, commonly known as recount text. Recount text is a genre intricately intertwined with the author's everyday experiences. Per Pardiyono (2007), a recount text is a genre that elucidates occurrences or narrates historical events to the reader. Conversely, Anderson & Anderson (2002) provided their perspective on recount text, defining it as a narrative that chronicles a series of past events in a specific chronological order. Hence, a recount text narrates past events that transpired over a specific timeframe, typically presented chronologically.

When mastering the art of composing recount text, eighth-grade students must demonstrate proficiency in crafting narratives that encompass an orientation, a series of events, and a conclusive section. It is imperative that the teacher also dedicates attention to instructing students in the art of composing recount texts in English. How the teacher utilizes media and presents content significantly impacts student engagement and academic achievements in essay writing proficiency. Regarding methods to enhance student engagement in education, educators can effectively utilize multimedia or visual aids during the instructional process.

Media for learning is a crucial component in educational endeavours. Educational media functions as a conduit for educators to facilitate the dissemination of information to students, thereby enhancing accessibility to instructional content. The media is an educational tool that conveys essential messages, or information students require. Information can be communicated orally or in writing, complemented by appropriate media. Arsyad (1996) asserts that the disclosure of props or media plays a crucial role in elucidating the communication of information and messages, thereby facilitating the explanation and enhancement of learning processes and outcomes.

Moreover, according to Ahmadi (2009), narrative essays are monotonous. Consequently, there needs to be more enthusiasm for acquiring the skill of essay writing. This, in turn, impacts students' ingenuity in acquiring knowledge of the Indonesian language and literature.

Sequential visual media in composing recount text offers numerous benefits, such as concreteness, heightened realism, focused subject representation, and the capacity to elucidate issues or rectify misconceptions. Sari (1995) contended that leveraging visual media, like sequential images, is conducive to cultivating students' interests. It stimulates students' curiosity and facilitates the generation of fresh ideas.

When employing picture series in teaching, the picture series utilized for instructing how to compose a recount text precedes the colour picture series. The inclusion of colour will enhance the visual appeal for students. Moreover, verbal

articulation of information will be further facilitated. For instance, when painting the backdrop of a park. Through the use of colour guidance, students will find it more convenient to articulate the hues of the flowers in the garden, regardless of the garden's illumination or the building's characteristics.

Sequential visual media is anticipated to foster students' creativity in generating novel concepts and enhance students' retention of information. Based on the findings of the study conducted by Windarto in 2020, it was indicated that illustrated journals have a beneficial influence on elementary school students' writing abilities, encompassing both academic and affective aspects. The utilization of serialized image media can significantly enhance students' writing proficiency, regarding the efficacy of utilizing sequential visual aids in enhancing narrative writing abilities among eighth-grade students in junior high schools. Hence, it is imperative to discover a resolution. This solution enables researcher to conduct experimental research focusing on the efficacy of serialized image media in enhancing narrative writing skills among eighth-grade students at SMPN 26 Gresik.

## **B. Research Question**

Based on the problems described above, the problem in the research can be formulated as follows:

1. Are there any significant differences in scores of the students writing recount text before and after using serialized image media on the VIII grade of SMPN 26 Gresik?

### C. Research Objective

Based on the research question above, this study aims to determine the effectiveness of using serialized images in writing recount text for class VIII students of SMP Negeri 26 Gresik.

### D. Research Hypotheses

Based on the problems above, the researcher formulated the following hypothesis:

H<sub>0</sub>: There is no significant different score of the students writing recount text before and after using serialized image media on the VIII grade of SMPN 26 Gresik

H<sub>1</sub>: There are significantly different scores of the students writing recount text before and after using serialized image media on the VIII grade of SMPN 26 Gresik.

### E. Definition of Key Term

In order to clarify the key terms used in this study, some definitions are put forward:

**Recount text:** According to Anderson & Anderson (2003), a recount text can be defined as a narrative that recounts past events, typically presented in chronological order. The primary objective of a recount text is to provide the audience with a detailed account of events, including the specifics of what transpired and the timeline in which it unfolded.

**Serialized Image Media:** Sudirman (2011: 14) posits that image media constitutes a form of language facilitating communication through signs and symbols. Utilizing picture series significantly aids students in grasping concepts related to a specific topic. By sequentially observing images displayed in front of the class, students can articulate their understanding through written expression.