

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of seven sub-chapters. They are (1) Background of the Research, Research Problems, Objective of the Research, Research Hypothesis, Significance of the Research, Scope and Limitation of the Research and Definitions of Key Terms.

### **A. Background of the Research**

Nowdays, it is very important to learn English. English as one of the subjects in school that has very important role as foreign language and it is used to communication by people in most countries in the world. English taught in Indonesian school from Senior High School until University, so it is very important for students to master English in all skills. The skills are Listening, Speaking, Reading, and Writing. Those skills are related to each other. In this case, the researcher is going to focus on writing skill.

By writing, you can express something in your mind to the others through the organized words and communicative sentences. This is supported by Brown (2001: 336) writing is a thinking process of ideas, experiences and feeling in the written form. In line with Brown, Murcia & Olshtain (2000:142) stated that writing is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place.

Through a text the writer could communicate his or her ideas in the written form and the reader would try to catch the core, the point of the

ideas and the meaning of ideas. Hence, the readers are able to understand what the writers want to convey. This statement is supported by Isnawati (2016) state that writing skill is the ability to express ideas in acceptable written English form.

However, it has been realized that productive skills might be more difficult to be mastered than receptive skills. Furthermore, many English language learners, especially second language learners, agree that writing is a difficult skill to be mastered. Thomkins (2000) quoted by Eramona and Hafizh (2014: 74), he stated that the emphasis of writing is shifted from what the writers think and do as they write to the product of writing. As Richards (2002) quoted by Eramona and Hafizh (2014: 74) state that writing is the most difficult skill for foreign language learners to be master. He also stated that they have to put together string of grammatically correct sentences. In addition, Taylor (2009:4) stated that for most people writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them. This is in line with Harmer (2007:278) who states that mastering productive skill especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea. It is clear that to be able to write correctly, language learner must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

There are many ways to express writing and one of them is through a text. One of the text taught for the tenth grade students of Senior High School is Narrative Text.

Narrative text is the text that has sequel events in telling story, and it has components to relate one each other such as theme, plot, setting, characters and events. Narrative text has purpose to amuse or entertain the readers. This is supported by Rebecca (2003: 11), Narrative Text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, according to Pardiyono (2007) quoted by Andayani (2015), he stated that writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader.

In creating their ideas, students need a media to help them to express their imagination in writing narrative story, make their writing cohesive or systematic and also make series of events which is constructed in a chronological order. According to Oshima & Hogue (2007:24), narration is story writing, when we write a narrative text, we write about events in the order that they happen. He also state that in other words, we use time order to organize our sentences.

One of media that effective is picture series. Picture series is some relevant picture that shows events of story. Maurer (2006) as quoted by Orianda and Rosa (2013:449) has stated that picture series is a series of picture that explains about the events in the story. He also states that in writing, picture series is an important media and very useful.

There is preceding research that are related and proven to use picture series end up in good and success story, they are: Puspitasari (2014) entitled *The Use Of Picture Series To Improve The Writing Skills Of Tenth Grade Students Of SMA N 1 Srandakan In Writing Narrative Texts In The Academic Year Of 2013/2014 (Classrom Action Research study)*, and Yusnita (2012) entitled *Improving Students' Recount Text Writing by Using Picture Series (Classroom Action Research to the Tenth Grade Students' of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012)*. All of those study proved that the use of picture series effective and successful to improve students' writing skill on Narrative Text.

From the explanation above, the writer concludes that using picture series as media on narrative text is effective to improve students' writing skill on narrative text. Picture series can be used as media to present new language through writing narrative text. It is good for students because they like to learn using visual aid. By using pictures as a mean for writing skill on narrative text, students will be more interested in the process of teaching learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it. By picture series they will be active as a participant and they are given a chance for expressing their minds, emotions, feeling and attitudes. Hopefully, by doing this the students will also improve their writing skill on narrative text.

From the description above, the writer conduct picture series as media to improve students' writing skill in developing narrative text (pre-experimental research) at the tenth grade of MAN Trenggalek in the Academic Year 2016/2017).

## **B. Research Problems**

According to background of study, research questions are:

1. How is the students' writing achievement before being taught by picture series as media?
2. How is the students' writing achievement after being taught by picture series as media?
3. Is there any significant differences on the students' writing achievement taught before and after being using picture series as media?

## **C. Objectives of the Research**

Based on the problem of the research question above, the objectives in this research are:

1. To find out the students' writing achievement before being taught by picture series media.
2. To find out the students' writing achievement after being taught by picture series media.

3. To find out whether there is any significant difference on students' writing achievement taught before and after being taught by using picture series media.

#### **D. Research Hypothesis**

The hypothesis of this study can be mastered alternative and null hypothesis.

1.  $H_0$  (Null Hypothesis)

There is no significant difference of students' writing achievement by using picture series as media and before using picture series as media of the tenth grade students at MAN Trenggalek.

2.  $H_a$  (Alternative Hypothesis)

There is significant difference of students' writing achievement by using picture series as media and before using picture series as media of the tenth grade students at MAN Trenggalek.

#### **E. The Sinificance of the Research**

The researcher hopes that the results of this study can be used by the teacher, students, educational institution, readers and the researcher for the following purposes:

1. For the teacher

The researcher expects this research may show the teacher that give knowledge about picture series as a teaching media to teach writing

skill on narrative texts for their students. This research can motivate the teacher to make other teaching media to improve students' score.

2. For the students

The result of this study may give motivate the students to improve their interest in writing and students get significant result, so if the result is good they can use this method to improve their score to face their final practice examination. In addition, the result of using this method will be better than the students that use traditional method to improve their writing skill on narrative texts and support their final practice examination.

3. For educational institution

The school will make a right decision to use some techniques or media for supporting teaching and learning process, especially to use picture series in writing class.

4. For the readers

The readers can get more information and knowledge from this research.

5. For the researcher

She expects that it will be useful knowledge when the researcher start her profession as a real teacher in the future and improves teaching technique of writing skill.

## **F. Scope and Limitation of the Research**

This study is conducted in tenth grade of MAN Trenggalek in the academic year 2016/2017, because the researcher thinks this media is suitable for them and do not want to disturb teaching and learning process. As mentioned on the background of the study above, pictures series is one of the alternative solutions that can be used by the teachers in writing narrative text in the classroom. The research is limited on the effectiveness of using pictures series to improve students' writing skill in developing narrative text. In addition, the writer focuses on narrative text, it is expected on the use of picture series in other types of text to improve students' writing skill.

## **G. Definition of Key Terms**

1. Writing Skill : the ability to express ideas in acceptable written English form. (Isnawati : 2015: 4)
2. Narrative Text : a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. (Rebecca, 2003: 11)
3. Picture Series: a series of picture that explains about the events in the story. (Maurer, 2006)