

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research include background of the study, Research Problems, Objective of the Study, Research Hypothesis, and Significance of the Research, Scope and Limitation of the Research, Definition of Key term.

A. Background of the Research

Writing is complicated skill for learners in all of level. According Richards and Renandya (2002:303) writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Although writing is difficult to learn, but in fact writing needed to learn second language. According Raimes (1983:3) Writing can help the student to learn, the first writing help the students to reinforce the grammatical structures, idioms, and vocabulary that we have been teaching our students. The second students can chance to be adventurous with the language. And the last when the students write, they necessarily become very involved, with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Writing skill is important that must be learned. In fact, the basic skill is not easy to be mastered well, especially for English students in learning English

as foreign language. According to Saraswati (2005) writing is complex and difficult skill. In order to write well, students have to master the vocabulary, sentence structure and one should be aware of the conventions, punctuations, and spelling. Writing is very needed to fulfill four skill of English language. According Hermer (2001: 258) writing process is more complex than this of course, and the various stages of drafting, structuring, reviewing, focusing, and generating ideas and evaluation. Writing is also an instrument for communication and sharing with others.

Teaching writing is a process as a base of writing skill. According to Williams (2003:119) teaching writing is process to help student understand that writing is a social action and that they work inherently is intended for others to read. Monaghan (2007:4) states teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basics of grammar and syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving their highest potential in communicating in words.

For second language, foreign language or even first language teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing; teachers cannot show it up in a short period. It needs process in which a learner will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentences into a good paragraph, unite paragraphs into a readable text, until they come to a final version

of their writing. That is why when students learn to write, in the same time, they also learn to think. According with this, Tchudi and Yates (1983) state that learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation. Based on the explanation above teaching writing is does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will help students to get used to use their thoughts.

In this research the researcher focuses on writing, because writing is the more difficult to teach. It is not easy to practice because the students have to produce language by themselves as a form of productive skill (Harmer, 2007 :265). Teaching writing strategy or media are used in teaching writing process. Thus, the teachers should have a good strategy or media to make it easy for the students to start learning writing in English. Based on the curriculum, for eight grade of junior high school, one basic competence it to have good ability in writing recount text, the student have to able write text based on the material in recount text. Based on the result of investigation to the eight grades's students at MTS Darul Hikmah Tawang Sari Tulungagung, the teacher explained that teaching writing it's very difficult. In a fact the students' writing ability in recount text was not satisfying, because there are some factors as like can't using grammatical correctly, have not enough vocabulary and they considered writing was boring and difficult. In addition the data above, the researcher also doing observation

since the teacher teaching learning English, they have low motivation and are not interested in doing their assignment since the writing activities. Besides the reason above, usually the students feel fed up with the media used in teaching writing process. Based on explanation above, the researcher concludes that the students need effective media to help them in learn writing.

Media is important in process teaching learning by teacher in the classroom. Brown (2001:257) revealed that instructional media are utilized in learning activities will affect the effectiveness of learning. The media is often used by teacher as learning tools to help students get the learning objective. There are several kinds of media is visual media. According to Arsyad (2013:74) conveyed that a visual media is learning tools which can be used or tasted through eyesight. Many media have been done in teaching learning writing for the students and will be more motivated to write when given a variety of means for gathering information. As like internet, magazine, movie, and picture.

In this study, the researcher uses picture series as the media to make learning writing easier because it has many chronological illustrations that it is helpful way for students to write. By using a picture series, the attention of students will be more focused, so pictures can create their inspirations. Their wishes to know the content of the message of that picture and they can write it in a composition. Pictures can trigger the students' creativity various languages. In addition, pictures have some powers, picture are able to clarify a problem. It is proved by some researcher, Dwi Ariningsih (2010) Based on the data, by using

picture series it can help teaching learning process run well and also give motivate the learners to write. Yulia Puspitasari (2014) The researcher conclude that using picture series as a media in teaching learning is implemented in every stage of learning such as in building knowledge of field, modeling of text, joint construction of the text, and also independent construction of the text. Intan Wahyu Saputri (2014) the result of research is picture series can be used to improve the students' motivation in learning writing. The students' attitude toward writing is positive. Dewi Awaliah (2014) says that the students can produce better writing and also by using picture series it make students more interested to create the sentence in writing narrative text which in unity, cohesive and clarity based on the picture series. Vania Teska Novita (2014) based on her teaching writing using picture series is suitable for students, students who are taught using picture series have higher scores.

Those previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the researcher this time. The research was effectiveness of picture series towards students' writing skill in recount text. The difference between this study and previous studies were the objective of this study and the method of this study. The objective of this study was to find the effectiveness of picture series towards students' writing skill in recount text. The method of this study was quantitative method and the design of this was quasi

experimental design. The effectiveness of picture series can be seen from the increasing of students' posttest scores in writing test.

Based on explanation above, the writer is interested in conducting a research, entitled : **“The Effectiveness of Using Picture Series in Teaching Recount Text at MTS Darul Hikmah Tawang Sari Tulungagung”**

B. Research Problems

Based on the background of the study, the problems of this study are formulated as follows:

1. How is the students' achievement before being taught by using picture series?
2. How is the students' achievement after being taught by using picture series?
3. Is there any significant difference of students' achievement between before and after being taught by using picture series?

C. The Purpose of the Study

Based on the research problem, the study is intended to :

1. Find out the students' achievement being taught by using picture series.
2. Find out the students' achievement after being taught by using picture series.
3. Find out if there is any significant difference achievement of study between before and after being taught by using picture series.

D. The significances of the Study

The findings of this study are expected to give contribution for the teacher, and other researcher.

1. For the Teacher :

Teachers know the level of student's mastery in writing ability. It is an as information in using picture series as media to improve the quality of teaching writing. The result can become an input to determine the step and media for teaching learning writing. So the teachers can reach the good teaching as a feed-back to improve the quality of English teaching writing, and it can be an importance.

2. For the Other Researcher

Other researchers who are interested in developing teaching media, this study could be useful to provide scientific reference for further in contributing the effective media in teaching writing.

E. Research Hypothesis

The hypothesis of this research are:

1. Null Hypothesis (H_0)

“There is no significant difference on the students’ writing achievement who were taught before using picture series and after using picture series”

2. Alternative Hypothesis (H_a)

“There is significant difference on the students’ writing achievement who were taught before using picture series and after using picture series”.

F. Scope and Limitation of the Study

Scope is there area covered in a study. The scope of this study is teaching writing by using picture series. In teaching writing there are many kinds of text in English such as: narrative, descriptive, recount, news item, and many other. In term of teaching media, it is widely know that media can be divided into three kinds: visual, audio, and audio visual. Therefore, in order to be more focused on the effectiveness of using picture series toward students writing ability in recount text, this research is limited only on recount text and picture series.

G. Definition of Key Term

Definition of key term are important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined. The title “**The Effectiveness of Using Picture Series in Teaching Writing Recount Text**”.

The definition of key terms are as follow :

1. Teaching Writing

Teaching writing used to produce recount text correctly. It is by using generic structure and linguistic feature.

2. Picture Series

Picture Series is one of the media of communication that can show people, place and thing that are far from us. Picture Series is a pictures that represent the story, the picture illustrated the story happened by looking the picture.

3. Recount Text

A recount text is text that retells experiences in the past. A recount text presents the past experience in the series of events in detail. The generic structures of recount texts should consist of the following: Orientation (Introducing the participants, place and time); event (Describing series of event that happened in the past); reorientation (it is optional, stating personal comment of the writer to the story).