

Chapter I

Introduction

1.1 Background of the Study

English is one of the languages which is used to communicate by people. English is now also said as an important language, as it is widely used as an international language. So, English is very important and must be learnt. In Indonesia, English has an important role in various aspects of humans' life such as in communication, education, and technology.

English consists of four language skills; listening, speaking, reading and writing. Among those skills, writing occupies the last position. This position indicates that writing is considered to be highly difficult and complex to master. It is because writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange it and write it, as stated by Richard (2003:303) that writing is the most difficult skill to master especially for the second language learners considering that the skill requires them to construct grammatically correct sentences. Nevertheless, it is inevitable that writing is required in order to help learners pour their opinion, feelings, and ideas into words.

In Indonesia, English is one of the compulsory subjects in junior high schools. Some teaching objectives for English in junior high schools are to develop the students' communication competence in spoken and written, to build basic knowledge about English and to motivate the students to learn English. In the English teaching-learning process in classroom, there are four major language skills, namely speaking, writing, reading and listening. Celce-Murcia (2000: 142) defines writing as the production of the written words that result in a text that must be read and comprehended in order for communication to take place. Therefore, the teacher

should be able to present an interesting lesson and select a relevant topic based on the knowledge of the students. The teacher needs to motivate the students and increase their curiosity particularly to stimulate their writing skills.

However, many students seem to encounter some difficulties in implementing written communications. Many English teachers often express their concerns about the weakness of students in writing that often cause them to fail their writing exams. Some students cannot even write a very short composition well. Some students have difficulty in finding the topic and writing about it in a paragraph.

Moreover, another problem found is that the teacher focuses on the product of the students' writing. Indeed, there is also little interaction between the students and their teacher in the classroom. In traditional writing classrooms, writing is viewed as a product, not a process because the teacher evaluates the students' finished written texts but not their process or strategies in writing a composition. Writing construction in the classroom emphasizes correctness in the language and error free compositions. Furthermore, all assessments come from the teacher: they usually assign a topic to get the students to write about. After the students have completed their compositions, they then hand them in to the teacher and later get grades from the teacher.

Esomay (2004), as quoted by Cahyono (2009: 35), has stated that by using picture sets, students will become more interested and will enjoy the teaching-learning process more. Based on the previous research findings, the writer is interested to use picture series as media in teaching writing skill. Picture series in teaching writing is one alternative method or technique that can also help the students' ability in the writing skills.

1.2 Research Question

Based on the title and the background of this study, the research question is formulated as follows: Is there any significant different in students' writing achievement after being taught using picture series?

1.3 Objective of the Study

The purpose of this study is to examine whether there is any significant different in seventh grade students' writing achievement after being taught using picture series.

1.4 Significance of the Study

The writer hopes that this study could give benefits in the teaching learning field especially for teaching writing. The writer also hopes that the result of this study would be useful. First for the students, the writer expects that the result of this study will give important information about the use of picture series to improve students' writing achievement for seventh graders. Second, for the teacher, this study is also expected to make the teacher aware of the use of picture series during teaching and learning writing process.

1.5 Theoretical Framework

This study focuses on students' writing ability and picture sequence. The basic theory that underlays this study is picture series. It is stated that Picture series, according to Wright (1990) that stated by Ramadhani (2017), are a series of pictures which show some actions or events in a chronological order. Picture series is usually used to tell a series

of events or to tell a story that happen in the past such as legend and fable. These story usually called as Narrative text.

Another basic theory that underlays this study is that writing is a process of expressing the idea into a written form, and it needs specialized skills that not every students can develop it naturally. It needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition.

1.6 Hypotheses

The major problem is formulated into two hypotheses as follows:

Alternative Hypothesis (Ha): There is a significant difference of students' writing achievement taught using picture series activity.

Null Hypothesis (Ho): There is no significant difference of students' writing achievement taught using picture series activity.

1.7 Scope and Limitation

In this study, the writer limits the scope of the study, first, this study is conducted at Junior High School in Tropodo for 7th grade students in the academic year of 2018/2019. Second, this is a pre-experimental study with one group pretest posttest involving 36 students of grade 7. Third, this study focuses on students' achievement in writing narrative.

1.8 Definition of the Key Terms

- A. Writing is an activity in which people communicate a message by expressing their message or idea which is represented by some signs such as letters and punctuation.

These letters are combined into words, words into sentences, and sentences into paragraphs

- B. Writing Skill is an ability to express the idea, opinion or feeling in the written form beginning from the simplest one to the advanced level on a certain medium using English appropriately based on some general components of skills such as language use, mechanical skills, content, and style.
- C. Writing process is the steps of writing are: pre-writing (planning/outlining), writing draft, re-writing, and publishing.
- D. Picture Series is a set of pictures which is presented in sequence to be used a guidance in writing exercises.

1.9 Organization of the Thesis

This study consists of three chapters. The first chapter is introduction. It focuses on the background of the study, statements, of the problems, the objectives of the study, the theoretical framework, the assumption, and the significant of the study, the scope of the study, the definition of key terms and organization of the proposal.

The second chapter is review of related literature. In this chapter the writer presents the review of literature it consist of the theory of writing, the theory of writing skills, the theory of writing process, the theory of learning media and next is the advantages and disadvantages of picture series

The third chapter the writer presents the research methodology which consists of research design, population and sample, the instrument, data collection procedure and data analysis technique.

The fourth chapter, the writer discuss about the data analysis and the discussion of findings. And the last, the fifth chapter, the writer gives the conclusion of the findings and also the suggestion for English teacher and suggestion for further study.

There were also appendices that help the writer to conduct the data of the thesis such as the instrument, the lesson plans, and writing rubric.