



CHAPTER I

INTRODUCTION

1.1 Background of the Study

The teaching of English in Junior High School is not a new thing anymore for Indonesian students as it has been going on for years. English has been an obligatory subject for junior and senior high school ever since Indonesia got its independence. Recently, the teaching of English, however, starts from primary and continues up to the tertiary level.

The teaching of English has also covered all of the language skills from listening to writing. Unfortunately, among those four skills, writing has been forgotten despite of its importance. From the writer's observation during her teaching practice, she saw that English teachers did not give the students sufficient opportunity to write.

The ability to write plays an important role in the educational purposes. According to D'Angelo (1980: 1), it can facilitate the writer's and the reader's thoughts and enable one to think critically and deepen one's perception. By learning how to write, the students will think more critically when analyzing a problem.

Therefore, learning how to write is not an easy thing. In writing, the writer should be able to produce ideas, which must be meaningful and

communicative to the readers, because here the writer shares her ideas with the readers.

From the writer's experience during her teaching practice, many students face some problems in writing an essay even a sentence. The biggest problem for them is the language itself. Producing an essay in English, even in Bahasa Indonesia, is difficult for them due to their lack of vocabularies and grammar proficiency. The second problem which is more influential is about finding ideas to write. Many students spend most of their time to get ideas to write. Though they get ideas, they are still likely to have hard time developing them. The next problem is about the students' learning style. Each student has his/her own style in learning. Some students learn effectively by listening to others, some students prefer learning by seeing something visual, and others prefer learning by directly practicing it.

The problem, with students' learning style can be a big problem that affects his/her achievement in learning process. Each student is created unique and has different learning style.

According to DePorter (1999: 165) teachers should facilitate students with all learning styles in order to maximize their achievement in the learning process. Therefore, it has become such a necessity for teachers to discover the learning style of students.

There are three kinds of learning style; visual, auditory and kinesthetic. All of us have all these three styles but there must be one style which dominates among those three (Rose and Nicholl, 1997). Students with

visual learning style learn by seeing something visual such as pictures, charts, maps, images, etc. As long as they can see it, they can comprehend it. Auditory learners understand new ideas and concepts best when they hear the information (Robledo, 1997). These students learn effectively by listening to the teacher, music or even talking it out. Kinesthetic learners learn the lesson best when they are using their hands or bodies. They really love doing activities, for instance cutting something, making something, etc. In short, they need something to move their hands and bodies.

Knowing the students' learning styles is important for teachers since the teacher can use this information to help students learn new things. By using this information, teachers could help students do better in developing their skills. Teacher could also decide what kind of teaching method suits all students with different learning styles. Hence, the writer here is interested in investigating how far students are helped with the use of picture series in their writing class.

Bryne (1988: 6) states that the teacher is supposed to possess the strategy in teaching writing in order to help the students obtain ideas to write. Besides that, the teacher has to know what each student's learning style is in order to decide what method is best used to help them build their students' achievement in the learning progress.

One of the techniques that can be used in teaching narrative writing is the use of picture strip series. Picture strip series are aids pictures

consisting of four to ten simple sequential drawings and the drawings make up a story (Underhill, 1987: 66).

There are a number of reasons why the writer chose to teach narrative writing by using picture strip series to those students. Picture strip series are chosen because these aids are not only attractive but also helpful in guiding the students to think sequentially, chronologically and creatively. To this point, Underhill (1976: 65) states that good pictures that are in sequence will help students to get ideas. They facilitate the students to get ideas and develop their ideas chronologically according to the sequences found in the picture strip series. These aids will also make the students more interested in composing narrative writing.

1.2 Statement of the Problem

In line with the background above, the research question of the study is formulated as follows:

“How far does the use of picture strip series enhance the narrative writing achievement of the students with different learning styles?”

This major problem is then broken down into three minor problems as follows:

1. “Does the use of picture strip series significantly enhance the narrative writing achievement of the students with visual learning style?”
2. “Does the use of picture strip series significantly enhance the narrative writing achievement of the students with auditory learning style?”

3. “Does the use of picture strip series significantly enhance the narrative writing achievement of the students with kinesthetic learning style?”

1.3 Objective of the Study

Related to the above problem statements, this study is intended to see how far picture strip series enhances the narrative writing achievement of the students with different learning styles. Specifically this study aims at finding out:

1. whether the use of picture strip series significantly enhances the narrative writing of the students with visual learning style.
2. whether the use of picture strip series significantly enhances the narrative writing of the students with auditory learning style.
3. whether the use of picture strip series significantly enhances the narrative writing of the students with kinesthetic learning style.

1.4 Significance of the Study

This study is expected to give some contribution to the diversification of the teaching writing strategies, especially the teaching of narrative writing, in order to improve the writing achievement of the students.

1.5 Scopes and Limitation of the Study

The subjects of this study are limited to the second graders of Gloria Junior High School. The writer chose Junior High School students

because many of them are unable to arrange their ideas in the chronological order.

The writer chooses Gloria School because she wants to help the English teachers in the diversification of the teaching of writing. She also would like to help the students improve their writing skill. The last reason is because the writer has been working there for about two years so she knows the condition of the school, the students and the teachers.

Gloria Junior High School is a Christian School and it is located at Jalan Kupang Indah I/3, Surabaya. Becoming Jesus Christ's witness is the school vision that is why all subjects that are taught should be linked spiritually. Gloria School itself consists of four levels of education; Play Group-Kindergarten, Elementary School, Junior High School and Senior High School. In Junior High School, there are five classes for each level and twenty four students for each class.

The writer also limits the scope of her study merely in the teaching of narrative writing using picture strip series since it is the writing genre frequently taught in Junior High School. Picture strip series are chosen because these aids are attractive and interesting. They, hopefully, can facilitate students to write chronologically.

1.6 Assumptions

This study is conducted based on the following assumptions:

1. The writer assumes that the situation in the class (the students' background knowledge) is about the same.
2. The writer assumes that the instrument for the pre test and post is valid. Its content is reliable based on the students' ability and moreover it has been discussed by the teacher and the writer's advisors.

1.7 Theoretical Framework

In this study, the writer uses three major theories. The first is the Theory of Narrative Writing. It includes the Importance of Writing and the Nature of Narrative Writing. According to Edwards in Anker (1998: 75), narration is a type of writing that tells a story of an event or an experience. It means that writing a narration is based on the time sequence of the event.

The second theory is about picture strip series used in teaching narrative writing. It includes the Functions, the Selections and the Use of Picture Strip Series in teaching narrative writing.

Underhill (1987: 66) defines picture series as a cartoon story that consists of four up to ten simple sequential drawings making up a story.

The last theory is about learning style. DePorter, Reardon and Noure (1999: 165) state that learning styles are unique and precious ways of learning.

1.8 Hypotheses

There are several hypotheses in this study, they are:

1. Related to Visual Learning Style:

- HA \Rightarrow There is a significant difference in the narrative writing achievement of students with visual learning style after being taught by using picture strip series.
- HO \Rightarrow There is no significant difference in the narrative writing achievement of students with visual learning style after being taught by using picture strip series.

2. Related to Auditory Learning Style:

- HA \Rightarrow There is significant difference in the narrative writing achievement of students with auditory learning style after being taught by using picture strip series.
- HO \Rightarrow There is no significant difference in the narrative writing achievement of students with auditory learning style after being taught by using picture strip series.

3. Related to Kinesthetic Learning Style:

- HA \Rightarrow There is significant difference in the narrative writing achievement of students with kinesthetic learning style after being taught by using picture strip series.
- HO \Rightarrow There is no significant difference in the narrative writing achievement of students with kinesthetic learning style after being taught by using picture strip series.

1.9 Definition of Key Terms

In order to avoid misleading interpretation, it is important to have clear definitions of the terms used in this thesis:

1. Picture strip series.

It refers to a series of three to nine pictures, normally expressing continuous actions, events and thoughts, in the form of drawings (Breitkreuz, 1972: 145).

2. Writing.

It refers to the form of thinking, but it is thinking for a particular audience and for a particular occasion (D' Angelo, 1980: 5).

3. Narrative Writing.

It refers to a writing that tells a story of an event or an experience (Edwards in Anker, 1998: 75). In this study, the writer used the simplest narrative writing genre.

4. Learning Style.

It is a unique and precious styles how people learn (DePorter, Reardon and Noure, 1999: 165). There are three major learning styles; visual, auditory and kinesthetic.

1.10 Organization of the Thesis

This study consists of five chapters. Chapter one is the Introduction of the study. In chapter two, the writer presents reviews of the related literature. Chapter three deals with the research method in this study. In

chapter four, the writer presents the findings of her study and discusses them thoroughly. This thesis is concluded with chapter five which discusses about the conclusion and suggestion for further research in the similar field.

