CHAPTER I

INTRODUCTION

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Chapter one of this thesis will discuss some topics, they are: background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, hypothesis, definition of key terms, theoretical framework, and organization of the thesis. Each topic is discussed as follows.

1.1 Background of the Study

Learning English, as a foreign language is not only a matter of learning how to speak, read and listen but also to write. A writing teacher should realize that writing composition is a matter of process. It means that the teacher cannot expect the right composition from his or her students for the first time. Meyers (1992:2) puts forward that writing composition is an untidy process which involves planning and discovering, writing a first draft and, as the final step, making revision of the draft to produce the right composition.

When the teacher realizes that writing involves process, he or she should use attractive techniques to invite the students to be active in that process. Many techniques have been developed to accompany the teaching of writing. The techniques are using reading passage, controlled composition, dictation, and pictures. However, the fact shows that teaching students how to write is not as easy as people imagine.

Writing is complicated. Because of this reason, people, especially students often feel afraid to write. During her Teaching Practice Program at one of the

senior high schools in Surabaya, the writer found out that writing was rarely given to the students. That is why even though writing gives advantages for senior high school students, many of them find it difficult to get ideas to be developed into a composition because they are not getting used to write.

The writer herself experienced the same situation when she was in senior high school; writing was rarely given to the class. Even only to make a short paragraph, almost all students in her class at that time found difficulties to finish it; as a result, only a few of them were able to finish the task by simply copied from others. The situation above is still going on, and when she was taking Writing A in the first year of her study at the university level, she faced difficulties to get ideas to be developed into a composition. She had to spend quite a long time only to think of the appropriate starter sentence as the opening of her writing. This situation is stated by Memering and O'Hare (1980:19):

"...many writers, especially inexperienced writers share a common fear: the fear of writing. You may be one of those who fear. Writing is too complex, too subjective, and too mysterious to learn. There are even some writers who fear that writing requires some special talent or genius...."

The writer conducted an informal talk toward the second senior high school students; the result of it was said that most of them still face some problems in finding out what appropriate sentence should be written in the beginning of a composition. Certain students regard writing as something that is so difficult to learn. They even do not know what they have to write either because of the limited knowledge about the subject or because they have difficulties in finding what ideas to be written. They think that they will not be

able to make a composition since they are not gifted in writing. Besides, students often feel bored when they get writing lesson because it is taught monotonously.

Now the problem is not just concerning with what teaching technique should be conducted to teach writing but it develops until how the teacher can present the writing lesson more attractively and more interestingly to their students so that they can convince their students that writing is not a boring and difficult subject as they have imagined before. As White (1981:6) has written in his book that to help the students get the idea easily, it is important to give them a model. To make the lesson more attractive and more interesting, the teacher should equip himself with some creative techniques to stimulate the students' ideas to write.

There are some techniques of teaching writing that can be applied to help students in finding interesting ideas and then arranging them to form a composition, which is chronological, meaningful, and understandable. Many educational experts agree that visual aids—Pictures series with written questions and List of Vocabulary with headings can be used as the alternative teaching aids to teach writing. To this point, Raimes (1983:29) says that pictures can encourage students in learning writing. While Stanulewiecs (1990:145) states that pictures do not only encourage students to write but also erase students' boredom. List of Vocabulary can also be used to teach writing since it is a vital part of effective communication. One who has a richer vocabulary surely is a better writer (Langan, 1985:451). According to Langan (1985:96) outlining is very useful to develop our ability to think in a clear and logical manner.

The techniques of teaching writing by using Pictures series with written quotations and List of Vocabulary with headings are chosen in order to prove how these two techniques can influence the students' motivation and their writing achievement. Furthermore, this experimental study will also compare the use of Picture Series with written questions and List of Vocabulary with headings to teach writing in order to ascertain which one of the techniques is more effective.

1.2 Statement of the Problem

Related to the background of the study, this experimental study is designed to compare the effect of teaching writing by using picture series with written question and list of vocabulary with headings on the writing achievement of the second year Senior High School students. With this study, the writer would like to answer the as following questions:

1. What is the effect of using picture series with written questions and using list of vocabulary with headings in teaching narrative writing on the second year senior high school students' narrative writing achievement?

2. Which one of those two techniques is better to be used to teach writing, picture series with written questions or list of vocabulary with headings?

1.3 The Objective of the Study

Through this experimental study, the writer wants to find out the effect of using picture series with written questions and list of vocabulary with headings on the students writing achievement and also to find out which one of those techniques is more effective to be used to teach narrative writing.

1.4 Significance of the Study

The result of this study is mainly oriented on how far the particular teaching techniques can improve the students' narrative writing performance. It is hoped that the result of this study can be a useful contribution to the writing teachers in choosing a suitable technique in teaching narrative writing.

1.5 Theoretical Framework

Cowan (1982:1) regards writing as a process —what you will be doing in the class— which is similar in several ways to build a cabin. The steps you go through, from first having the ideas to finally completing the project are very much the same." Writing does not simply pour ideas but should also arrange them in such a way so that it will be meaningful and understandable. It is clear now that writing involves process.

In order to motivate and to interact with the students in following the writing class, certain techniques can be used to stimulate them in giving response toward the teaching learning activities. Those techniques are picture series with written questions and list of vocabulary with headings. Raimes (1983) and Stanulewiecz (1990) point out that picture series can help students since they could arise the students' motivation in learning to write. Meanwhile, Langan (1985:451) states that List of vocabulary can also be used to teach writing since it is a vital part of effective communication. While outline (heading); according to Langan (1985:96) outlining is very useful to develop our ability to think in a clear n logical manner.

1.6 Hypothesis

In conducting this study, the writer uses two kinds of hypothesis they are:

The Alternative Hypothesis:

There is a significant difference between the writing achievement of students who are taught using picture series with written questions and those who are taught using lists of vocabulary with headings.

The Null Hypothesis:

There is no significant difference between the writing achievement of students who are taught using picture series with written questions and those who are taught using lists of vocabulary with headings.

1.7 Assumption

The students' report score represent the students' overall ability in English.

1.8 The Scope and Limitation of the Study

For having a specific discussion about this study, it is important for the writer to limit the points that will be discussed. They include:

a. This study is limited only to the use of Picture series with written questions and List of Vocabulary with headings as the alternative techniques to teach narrative writing.

b. This study is only focused on narrative writing

c. The subjects of this experimental study are limited to the second year students of SMUK. St. Agnes Jl. Mendut No. 7 Surabaya.

1.9 The Definition of Key Terms

To avoid wrong interpretation toward this study, the writer thinks that it is important to have clear definitions of the terms used before she goes on to the next chapter. They are:

a. **Writing**

   This term is used to mean writing as a connected text and not a single sentence (Raimes, 1983:30). This study is related to narrative writing.

b. **Narrative writing**

   Narrative writing is a type of essay telling a story or a series of events (Percy, 1981:56)

c. **Achievement**

   Page and Thomas (1979:10) use this term to describe performance on the subjects of the given curriculum. In this study, achievement is related to the subjects' writing performance only.

d. **Writing achievement**

   The performance of a writing course, which in turn indicates one's writing ability. It is represented by the students' grades.

e. **Technique**

   For David B. Guralnik (1984:614), technique is the method of procedure in artistic work, scientific activity, etc.

f. Picture series

Picture series is a series of three or nine pictures, normally expressing logical or continuous actions, situations, thoughts, or scenes in the form of sketches or drawing (Breitkreuz, 1972:145)

g. Heading

In this study, heading is a list of sentences. (Hornby, 1994:575)

1.10 The Organization of the Thesis

This thesis consists of five chapters. In Chapter One, the writer presents the introduction of the study. Chapter Two concerns with the theoretical background, which supports the study and Chapter Three, talks about picture series with written questions and list of vocabulary with headings as the methodology of the research. The interpretation of the findings will be discussed further in Chapter Four. Finally, Chapter Five will deal with the conclusion on the writer's study and the suggestions/recommendation for further research.