

CHAPTER I

INTRODUCTION

C H A P T E R I

I N T R O D U C T I O N

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. The ability to write plays a major role to support the reading ability of the students since, indirectly, the written word has a central function in our society as a primary transmitter of the culture. However, the fact shows that teaching students how to write is not as easy as people have imagined. The English Department students of Widya Mandala University sometimes still face some problems in finding out what appropriate sentence should be written in the beginning of a composition. Even for the simplest type of writing that is narrative writing, they often have to search their mind for a very long time ; just to find out the starter of the composition. And this is mainly because they have difficulties in finding what ideas to be written.

Therefore, the writer would like to conduct an experimental study concerning the problems above. She would like to find out how far her technique really influences the students to get the idea to write. The type of writing the writer would like to

observe is narrative writing. Her study will be conducted to the first semester of English Department students of Widya Mandala University.

Actually, the writer chooses narrative writing to be experimented to the first semester students of the English department based on three reasons. First, almost all Senior High School students in Indonesia have ever been introduced to some types of writing, namely narrative, descriptive, and expository. Thus, narrative is not a new thing for those Senior High School students. They have been familiar to this type of writing in which many of them call it as the easiest type of writing.

Second, even though narrative writing is the simplest and easiest type of writing compared to the other types of writing, the writer observes that there are many first semester students of English department in Widya Mandala University who still have difficulties to write a narrative writing. In fact, they have to face more detailed narrative concepts when they are in the second semester.

Third, the writer is aware of her second reason above can arise because the media used to teach writing is not really modified enough to stimulate the students' idea to write. In the past, the Writing lecturers only used list of vocabulary to teach writing. Through the vocabularies given, the

students were expected to make a composition on a certain topic. The Writing lecturers expected more from the vocabularies they gave to the students. They regarded that those vocabularies given to the students were already enough to help them in writing their ideas. However, this technique did not really work to help the students to stimulate their ideas in writing. Then, a new improvement to teach writing was through reading passage. Here, the students were asked to read by themselves and get the pattern of the writing type based on the reading passage they had read. In fact, for those who like reading, of course, they would not have problems at all; but for those who disliked reading, they would have problems in getting the pattern of the writing. The worst was that they sometimes just wrote over what they had read in another version. In this case, their creativity was null. They only got the pattern but they could not get their own idea to write a composition. Still, this new improvement of teaching writing does not really work to stimulate the students' ideas in making a composition. In fact, those conditions presented by the writer above often happened during the writer's days in Widya Mandala University.

Now, the problem is not just concerning with what teaching technique should be conducted to teach writing but it develops until how the Writing lectur-

er in the English Department can present the writing lesson more attractive and more interesting to their students so that they can convince their students that writing is not a 'frightening monster' as they have imagined before. As White [1981:6] has written in his book that "to make the students get the ideas easily, they should be presented with a model." To make the lesson more attractive and more interesting, the lecturer should equip himself with some creative techniques to stimulate the students' ideas to write. Therefore in this study, the writer would like to introduce the use of visual aids -- picture-series -- to help the Writing English teachers to stimulate their students' ideas in writing.

1.2 Statement of the Problem

Since students need 'something' to stimulate their ideas to write a well-arranged narrative composition, then the teacher should provide them with some models as the teaching technique. The teaching technique that is conducted by the writer in this study is using picture-series with oral questions technique.

Based on the reasons mentioned above, the statement of the problem can be stated as: What is the effect of using picture-series with oral questions as a technique in teaching narrative writing on

the narrative writing achievement of the first semester English Department students of Widya Mandala University of the year 1997-1998 ?

1.3 The Objective of the Study

The objectives of the study are : 1). to find out whether the use of picture-series in teaching narrative writing can improve the students' performance in getting the ideas of writing, 2). to find out whether the conducted technique in teaching narrative writing influences the students' narrative writing achievement significantly.

1.4 Hypothesis

Ho : There is no significant difference between picture-series with oral questions technique and list of vocabulary technique on the students' narrative writing achievement.

Ha : There is a significant difference between picture-series with oral questions technique and list of vocabulary technique on the students' narrative writing achievement.

1.5 The Significance of the Study

The result of this study is mainly orientated on how teaching narrative writing through picture-series can be a new variation to teach writing. This

new variation is hoped to be able to make the writing class more cheerful than before. At least, in this case, this new technique of teaching writing can erase the assumption that writing lesson is a monotonous, dull, and boring lesson.

It is also hoped that this study can be a useful guidance to the teaching and learning of writing narrative composition, either at the English department or at English writing course. Only then are, the students motivated to be active in expressing their ideas through the written words.

1.6 The Scope and Limitation of the Study

- The subject of the study is limited to the first semester students of the year 1997 - 1998 of Widya Mandala University, Surabaya.
- The writer's study only deals with the students writing ability to write a narrative composition through the picture-series given.
- The writer focuses on visual aids that is picture-series.

1.7 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). Picture-series

A 'picture' is "a likeness of person, scene, etc produced by drawing, painting, photograph, etc." [Webster, 1984:452]. A picture is "a painting or a drawing." [Paul Procter, 1978:818]. 'Series' is "a number of similar things or persons arranged in a row or coming one after another." [Webster, 1984: 543-544]. In short, this term means a number of similar things or persons, etc produced by drawing, painting, photograph, etc which are arranged in a row or coming one after another.

b). Oral.

Oral is "not written; spoken, from one generation to the next without being written down." [Cowie, 1989:870].

c). Oral questions.

Oral questions are "questions that are not written down." [Warriner, 1977:892].

d). Technique.

Technique is "the method of procedure in artistic work, scientific activity, etc." [David B. Guralnik, 1984:614].

e). Teaching.

"It is showing or helping someone to learn how to do something, giving instruction, guiding in the

study of something, providing with knowledge, causing to know or understand." [H. Douglas, 1980:7].

f). Writing

Writing is "something which related with written form of language." [Paul Procter, 1978:1274].

g). Narrative Writing

Narrative writing is "a kind of discourse which answers the questions : what happened, when that is and where that is." [Warriner, 1977:527].

h). Achievement

Achievement is "something done successfully with effort and skill." [Loccit,9].

1.8 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 the theoretical background which supports the study and Chapter Three talks about picture-series 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.