



CHAPTER I

INTRODUCTION

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1.1. BACKGROUND OF THE STUDY

English is one of the subjects which is taught in SMU. In learning English the students have to learn the four language skills, that is, listening, speaking, reading and writing.

It is stated in GBPP that the focus of teaching English at SMU is reading, so writing is not taught as much as reading, and even worse, the teaching of writing takes the least time compared to the teaching of the other language skills. It is also stated in GBPP that writing is taught with the objective to enable the students to communicate their thoughts and feelings.

In reality, however, many SMU students find difficulties in learning writing. The writer found it out when she had PPL in ST Agnes high school. The most common reason is that the students do not have any ideas to write. They spend much time to find ideas to write and if they already get them, they cannot arrange them in order because they lose the connection of the ideas. It is like what Mike Daniels says that sometimes we spend so long over a problem that we lose the thread we were putting forward (1979:19). The other factor that affects the students' motivation in writing is the teaching techniques used by their teacher which make them get bored and not interested to learn.

The writer tries to give the solution to the problems by suggesting the use of picture series in controlled composition to help the students have ideas and arrange them in a well organized way. By giving writing exercises of this kind, the teacher teaches the students to make a composition with a good organization because the pictures are provided with some questions and options of answers. This can help the students arrange the answers in a good order and a good organization, and the difficulties of finding ideas to write and arranging them in a good order can be reduced. Besides, the media can make the students motivated and enjoy writing.

In writing, there are several kinds of modes such as argumentation, exposition, description, and narration. The kind of writing which is good for a start is narration, because narration is the easiest kind of writing and the first introduced to the students. If we study something, we should start from the easiest one. It is impossible if we start from the most difficult to the easiest. Learning writing is the same, we study from the easiest kind, that is narration. Narrative writing is making a story or telling a story in the written form.

The writer also suggests to use controlled composition to help the students arrange their ideas in a good order. By using this technique the students will not get difficulties in writing their ideas in each paragraph and they will not repeat the same ideas again and again. So the reader will not get confused when reading their writing.

The use of controlled composition is expected to enable the students to write a good piece of writing. This is supported by Paulston and Bruder who say that it can help the students to make a correct composition by certain controls (1976:203). The controls may be given, among others, in the forms of questions and options of answers so that the students can be led to make a composition in a well-organized way. Through the control and lots of exercises, the students are expected to gain a basic writing skill that will be the basis to write better paragraphs on the next level.

1.2. STATEMENT OF THE PROBLEM

Many students in the first year of senior high school have difficulties in getting ideas to write because in junior high school they are not taught to write a composition, so they have many difficulties in writing. The other problem is the teachers do not use media in teaching writing, so the students are not interested in writing. To help the students and the teacher, the writer wants to suggest the use of media and a certain kind of composition and writing. The media is series of pictures, the kind of composition is controlled, and the kind of writing is narrative. Controlled composition is used to guide the students in organizing their ideas using certain grammar patterns or grammar points which can be elicited by cues like questions and options of the answers. The writer chooses narrative because it is the easiest kind for the first year students of senior high school. Besides that the writer wants to show that using serial pictures gives many advantages.

In accordance with the reasons mentioned above, the statements of the problems can be stated as follows :

- a. What are the advantages of using picture series in the teaching and learning of writing for the teacher and the first year students of senior high school ?
- b. How is the use of picture series in controlled composition applied in the teaching of narrative writing to the first year students of senior high school ?

1.3. OBJECTIVES OF THE STUDY

Based on the statements of the problems above, the objectives of the study are :

- a. to describe that the use of picture series in the teaching and learning of writing has many advantages for the teacher and the first year students of senior high school.
- b. to describe how picture series used in controlled composition are used to teach the first year students of senior high school to make narrative writing.

1.4. SIGNIFICANCE OF THE STUDY

This study is expected to give a useful contribution to the teaching and learning of narrative writing skill in the first year of senior high school. Hopefully through this technique the students could improve their writing skill.

1.5. METHODOLOGY

This thesis is the result of a library reasearch because the writer gets ideas and opinions related to the thesis from books, articles, and experts' opinions about narrative writing, media, and some other related theories.

1.6. LIMITATION OF THE STUDY

There are many modes of writing and several of them are argumentation, description, exposition, and narration. But in the teaching of writing in this thesis, the writer limits only to narration because narrative writing is the easiest kind and the first introduced to the students. Teaching writing can use many kinds of media; the writer chooses series of pictures because they can help the students to write narrative composition more easily. The kind of composition is limited to controlled composition only because through such a composition the students can express their ideas in a well-organized way more easily. The writer chooses the first level because the students need a strong basic writing skill and controlled composition can help them have it.

1.7. DEFINITION OF KEY TERMS

To avoid misunderstanding and wrong interpretation of the terms used, the following parts will define them.

TEACHING

Teaching is showing something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1980:7).

NARRATIVE WRITING

Narrative is essentially the telling of story in which the events or actions follow chronological order (Kakouis 1978: 111).

PICTURE

Picture is likeness of persons, animals, things, etc, produced by painting, drawing, etc (Guralnik, 1984: 442).

PICTURE SERIES

A series of three to nine pictures normally depicting logical or continuous actions, situations, thoughts or scenes in the form of sketches or drawings (Breitkreuz, 1972: 145).

CONTROLLED COMPOSITION

A composition where by certain control students are helped to produce a correct composition similar to the model (Francis, 1956:206, 233).

1.8. ORGANIZATION OF THE STUDY

This study consists of five chapters. Chapter One deals with the introduction of the study that includes the background of the study, the statement of the problem, the objective of the study, the significance of the study, methodology, the limitation of the study, the definition of key terms, and the organization of the study. Chapter Two deals with the nature of writing. The importance of picture series in teaching narrative writing is in Chapter Three. The application of picture series in a narrative writing class is in Chapter Four. Finally, Chapter Five is conclusion.