

CHAPTER I : INTRODUCTION

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1.1 Background of the Study

Learning English as a foreign language means learning the four basic skills of English. The skills are listening, speaking, reading, and writing. Writing skill is put in the last because it is, indeed, the most difficult skill to acquire compared to the others. However, mastering writing is very important in order to be able to communicate well. This is supported by Rippon and Meyers (1979:145). According to them, speaking and writing are very important for communication.

However, it seems that learning how to write is not as simple as many people think. Writing is a language skill that demands learners to produce ideas. The ideas, then, must be well organized and put into sentences, so that it would be meaningful and communicative to the readers. When students are asked to make a composition, they often get bored and confused. Most of them don't know what they have to write either because of the limited knowledge about the subject or because they cannot find ideas to write. Students often find it difficult to make an appropriate sentence to open their composition. Even when they are asked to write the simplest type of writing, that is narrative, they often have to spend quite a long time to find out a suitable opening sentence for their composition. As a result, most of them just copy the composition from their friend. The writer herself experienced the

same situation when she was still in senior high school. Sometimes, her teachers asked the class to make a short paragraph about a certain topic. Although the teacher assigned the students to make only a short paragraph, almost all students in her class found it difficult to do. Consequently, only few of them were able to do the task directly. Other students, on the other hand, though had tried hard to find a suitable opening sentence and to organize the sentences appropriately, got stuck and decided to stop doing the job. Instead of writing a composition, they began to talk to each other. The writer faced the same problem when she was in her first year of university. She found it quite difficult to do the writing task and she had to spend quite a long time only to think of the appropriate opening sentence.

This becomes the concern of the writer. She would like to conduct a research to overcome the problems faced by students in learning writing. Since the scope of the writing is very broad, she narrows it down only to narrative composition. The reason for choosing narrative writing is because even narrative writing is the simplest type, many students still can't make a good narrative writing composition. The writer believes that teachers might need to develop their technique by using media in teaching narrative writing. Up to now, many teachers only give their students a topic and some vocabularies, and ask them to make a narrative writing. This technique might not give much help for the students. Having this fact in mind, the writer would like to help teachers by offering other techniques, they are teaching narrative composition through the media of picture series with oral questions and

through a list of vocabulary with headings. The concern is not only to what teaching technique should be conducted to teach writing, but also how to make writing lesson be more attractive and interesting. White (1981:6) stated that to help the students get the ideas more easily, it is important to give them a model. Therefore, in this study, the writer would like to introduce the use of visual aids —picture series—to help English teachers stimulate their students in writing.

The techniques above had been done by three students of Widya Mandala University in their theses in 1998 and 2000. The three previous researchers wanted to find out which technique, picture series with oral questions or a list of vocabulary and headings could affect the students' narrative writing achievement. Their samples are the first and the second semester students of Widya Mandala University. This study as a replication of the previous ones, was conducted to confirm the previous findings using the same techniques with a little bit change. The writer changed the oral questions into written ones and applied the two techniques to different subjects with different level, they are the second year of senior high school students. She would like to compare the two techniques and compare the result with the previous studies' result. The reason for choosing senior high school students as the sample for this study is that even though they have been familiar with this type of writing -- they had been introduced to narrative writing when they were in the junior high school level --they still face many difficulties in writing narrative composition. The next reason is that it is better to help the

students to be able to write narrative composition before they enter a higher level of education, that is at the university level.

1.2 Statement of the Problem

Due to the fact that students often have difficulties in getting ideas and putting them into a well-arranged narrative composition, they will, surely, need something that can help them to stimulate their ideas. To overcome this, teachers should provide some models as the teaching technique. In this study, the writer would like to compare two writing techniques which use different models. The models are picture series with written questions and a list of vocabulary with heading technique. The writer made a comparison of both techniques on their effectiveness in improving the students' narrative writing achievement.

Based on the reasons mentioned above, the statement of the problem can be stated as follow: Is there any significant difference between the use of picture series with written questions and the use of a list of vocabulary with headings as the techniques in teaching narrative writing on the narrative achievement of the second year students of SMUK St. Agnes?

1.3 The Objectives of the Study

In this study, the writer would like to point out two objectives of her study. The objectives of the study are:

- ♦ To find out which teaching technique, picture series with written questions or a list of vocabulary with headings, influence students' narrative writing achievement significantly

1.4 Hypothesis

Ho : There is no significant difference in the narrative writing achievement between those who are taught using picture series with written questions and those taught using a list of vocabulary and headings.

Ha : There is a significant difference in the narrative writing achievement between those who are taught using picture series with written questions and those taught using a list of vocabulary and headings.

1.5 The Significance of the Study

The result of this study is mainly oriented on how far the particular teaching technique can affect students' narrative writing performance. Furthermore, the result of this study can hopefully give a useful contribution for writing teachers in choosing a suitable technique in teaching narrative writing. It is also hoped that this study can be a useful guidance to the teaching and learning of narrative writing composition, either at senior high schools or at English writing courses, so that their students will be motivated to be active in expressing their ideas through the written words.

1.6 The Scope and Limitations of the Study

The subject of this study is limited to the second year of Senior High School students of SMUK St. Agnes.

This study only deals with the students' ability to write a narrative composition through the use of picture series, written questions, a list of vocabulary, and headings given.

1.7 The Definition of Key Terms

To give a clear image and also to avoid wrong interpretation toward this study, the writer would like to give a clear definition of the main terms used in this study.

a. Teaching

According to Douglas (1980:7), *teaching* is "showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand."

b. Writing Achievement

Writing is the action of composing ideas in sentences. The ideas have to be well organized so that they will be meaningful to the readers. Achievement is something done successfully with effort and skill. (Oxford Dictionary, 1995:10) Here, the writer can conclude that *writing achievement means the success of mastering the skill of writing which is done with effort and skill.*

c. Narrative Writing

Narrative Writing is “a type of essay tells a story or a series of events, in the order in which they occur.” (Percy, 1981:56)

d. Technique

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

e. Picture Series

A picture is “a likeness of person, scene, etc produced by drawing, painting, photographs, etc.” (Webster, 1984:452). *A picture* is “a painting or a drawing.” (Paul Procter, 1978:818). While *series* can be defined as “a number of similar things or persons arranged in a row or coming one after another.” (Webster, 1984:543-544). According to Hornby (1994:1154), *series* is a number of things, events, etc of similar kind, especially placed or occurring one after another.” In short, *picture series* means a number of events, etc of similar kind, produced by drawing, painting, photographs, etc which are placed or occurring one after another.

f. Written Question

Question is a sentence that asks for information (Oxford Dictionary, 1995:952). While *written* means to be made in form of letters, or symbols on a surface, usually paper (Oxford Dictionary, 1995:1382). Therefore, *written question* means sentence in form of group of letters made on a paper that asks for information.

g. A list of vocabulary

According to the writer, a list of vocabulary is a group of words that used help students to write a composition more easily because they do not have to search words for quite a long time.

1.8 The Organization of the Study

This study consists of five chapters. In Chapter One, the writer will present the introduction of the study along with the background of the writer's thesis. Chapter Two will concern on the theoretical background which supports the study. Chapter Three will talk about the picture series technique as the methodology of the research. The data analysis and findings will be discussed in Chapter Four. And finally, Chapter Five, will discuss the writer's suggestion and conclusion.