

Chapter I

Introduction

This chapter will discuss about the use of picture series as a teaching media to improve student's writing ability". The research will be conducted in a second grade of SMA Khadimul Ummah Parongpong. It will discuss about a research background, identification of problems, research problems, limitation of problems, the objectives of study, and the significances of the research

1.1 Research Background

Language is the most important tool in communicating. English is one of language that used as the second language in the world. So English is very important and must be learnt. English is a kind of language that is used as International language.

English in Indonesia is generally taught as a foreign language, which is not used as a communication tool in everyday life. Therefore, some students have difficulties in mastering English Language. The learning strategies used by teacher also are not optimum, causing the student's boredom which resulting low student's learning outcome. Some students also have difficulties in learning English language meanwhile the teaching media that is used by teacher is less attractive.

Teaching English also involves four skills that should be mastered by students. Those skills are listening, reading, speaking and writing. According to Hammer (1983:269), listening and reading belong to receptive skills in which the language users

require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written.

Writing is an essential part of language that supports learning in multi ways. According to Raimes (1983:3), writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that have been teaching our students. Second, when our students write, they also have a chance adventurous with the language, to go beyond what they have just learned to say, to take a risk. When they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

In writing class we often find students who have difficulties in writing English composition spontaneously or easily. They also have difficulties in arranging sentences. As we know that writing is a process of producing a sequence of sentences which should be arranged in particular order. It means that improving writing skills is very important in teaching learning process, because it can help students to write correctly.

The result of writing is generally called text. According to Pratyasto (2011:32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

Narrative text is type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot. A narrative text is also a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. In teaching learning process, narrative text is a kind of text that is taught in Junior High school as an exercise for teaching writing.

To optimize the writing narrative text process, students need some media to help them in writing process. Some students have difficulties in writing because they have to arrange some words, which grammatically should be right. The use of some pictures as media can help students in writing process. Wright (1989:2) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc.

Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students. Wright (1989:16) also states that pictures have been used for centuries to help students understand various aspects of foreign language. The pictures have motivated the students, made the subjects they are dealing with clearer, illustrated the general idea and forms an object or action particular to a culture.

There are many kind of pictures that can be used as teaching media. Picture Series is one kind of picture that also can be a teaching media in helping students to write a narrative text. Picture series can be an alternative for teacher to be used as media in teaching learning process. The writer tries to use the picture series as media in

narrative text to improve student's writing ability. Through the picture series students can select the words that are chosen to arrange a sentence. Picture series also can assist students in preparing events in a narrative text. It means that writing ability, narrative text and picture series can be teaching elements that support among each other in learning process.

1.2 Identification of Problems

Student's success in learning is influenced by several things. Based on the description of the background, there are many problems that can be identified. These problems may affect the process of teaching learning.

Some students have difficulties in writing various texts, which included a narrative text. These difficulties cause the student's writing abilities becoming low.

Method used in teaching of writing is less effective, because teachers do not use an effective method that can be applied in teaching writing.

Lack of teacher preparation in terms of teaching materials causing students have difficulties in understanding the English language as subject matter. This causes the English language skills of students be less than optimal.

Media is also a tool which can support the teaching learning process. Lack of media used is one of the problem that faced by teacher. The lack of media may cause the students are not interested in learning English language. The lack of media that is

used may influence the evaluation that made by teacher. The evaluation may not measure what it is supposed to be measured.

In this research, the writer tries to do a research to the most crucial problem, which is the lack of media used. To solve this problem, the writer will do a research by using picture series in narrative text as a media in improving student's writing ability. The use of picture series as a teaching media has some advantages which may help students in learning process.

1.3 Research Problems

Based on the identification problems that mentioned above, the writer tries to answer the following questions:

1. What is the appropriate picture series that is used as a teaching media in improving writing ability?
2. What are the procedures of the use of picture series as a teaching media to improve student's writing ability?
3. What are the learning materials by using picture series as a teaching media in teaching writing?
4. What are the worksheets by using picture series as a teaching media in teaching writing?
5. What are the roles of student and teacher in teaching learning process by using picture series that is used as a teaching media?

6. What are the evaluations and learning results by using picture series as a teaching media in writing narrative text to improve writing ability?
7. What are the respondent's opinions by using picture series in teaching writing that applied in the classroom?

1.4 Limitation of Problems

Considering the extent of the problems that can be identified, this research is limited by the location of the research and research subject. The writer limits the study about how the use of picture series as teaching media in writing narrative text to improve writing skills at second grade of SMA Khadimul Ummah Parongpong , Academic Year 2015-2016. The writer focuses on using picture series as teaching media in writing narrative text based on the short story adapted to the syllabus of second grade Senior High School.

1.5 The objectives of Study

1. To find out the appropriate picture series that is used as a teaching media to improve Student's writing ability.
2. To find out the procedures of the use of picture series as a teaching media to improve student's writing ability.
3. To find out the learning materials by using picture series as a teaching media in teaching writing.

4. To find out the worksheets by using picture series as a teaching media in teaching writing.
5. To find out the roles of student and teacher in teaching learning process by using picture series that is used as a teaching media.
6. To find out the evaluations and learning results by using picture series as a teaching media in writing narrative text to improve writing ability.
7. To find out the respondent opinions by using picture series in teaching writing that applied in the classroom.

1.6 The Significances of the Research

The writer hopes that this research gives benefits for the readers and the other researchers. Basically, the benefits are distinguished into two:

1.6.1 Theoretically

- To proof that using picture series as a teaching media in writing narrative text can improve writing ability.
- To be refined by further research, because this research is not perfect.
- To enrich the theory of learning English by using picture series.

1.6.2 Practically

- To be able to practice the use of picture series as media in teaching writing.
- To increase teacher's skill in teaching and student's skill in receiving the lessons.

