

CHAPTER I

INTRODUCTION

This chapter presents discussion about; a) background of the study, b) problem of study, c) objective the study, d) significance of the study, e) scope and limitation of the study, and f) definition of key terms.

A. Background of the Study

English is an international language. All people over the world realize how important English is today. As an international language, English has an important role and functions to connect people from one country to other people in other country. Not only that, English is also used in science and technology. Either mass media or electronic media are most informed in English. How poor the Indonesian people are if they could not master English language. It can be called Indonesian people are “left behind” from other people in other countries who have mastered the international language. That why all people from every country need English to be learned, included Indonesia as developing country.

Indonesia government has taken English as one of the subject which has been learned in every level of education, such as elementary school, junior high school, senior high school, and also the college/university. The considering the importance of English, the government of Indonesian aims at improving or aims at learning English.¹ The aim is reflected in School Based curriculum for student throughout senior high school and Islamic

¹Nugiantoro. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*, Yogyakarta: Penerbit BPFE, 2010, p. 16.

seniorhigh school, which are focused on the four language skills namely listening, speaking, reading, and writing.² One and the other skill's are interrelated.

As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. Richards in book of the Language Teaching Matrix stated that writing form for adult level needs not only institutional writing but also personal one.³ The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities. Based on those fact, English learners especially learners at Senior High School level must master it besides speaking.

As a basic skill in Englishlanguage, writing skill could not be separated from education sector. The main reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively. The effectiveness of sharing or giving information could be seen when person tries to communicate with others person in written forms. The writer thinks that theinformation could be effective if the reader understand

²*Ibid.*, p. 20.

³Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.100.

what writer says in written form. It is different from spoken form; the speaker speaks to the listener directly.⁴

In modern Era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea. Picture Series is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written form personally. According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.⁵ Writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way⁶

In writing skill, we often find the students get difficulties when they have to write a sentence or even to construct a paragraph. It is just because they tend to point out what to do first or what kind of grammar should be used.⁷

Students' problems in writing are due to some factors such as: lack of vocabulary, poor understanding of English grammar, and lack of practice.

⁴Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

⁵Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2.

⁶Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

⁷Saleh. *Pembelajaran Concept of the Teaching of Diary Writing* (Online), 2003.p. 1.

Jerry states that some problems arising from the teaching of writing include the following; ineffective writing strategies, negative attitudes, and lack of confidence in themselves as writers. Based on preliminary study done on January 2015, the writer found the techniques to teach English subject used by the teacher and students of the tenth graders of MA muslimat NU Palangka Raya. One of the techniques is writing recount text by using picture series. In fact, the teacher had an inspiration to use picture series in teaching writing recount text by her experience study. she thought using picture series will be an easy way for her to teach students to make recount text because of the use of past tense. Anyway, students are familiar with picture because sometimes they have an each experience in their activity.⁸ Therefore, the writer wanted to investigate more deeply how the implementation of teaching writing recount text by using picture series, especially at the tenth graders of MA Muslimat NU Palangka Raya. In addition, the writer wanted to prove that writing recount text by using picture series be an easy ways to teach students to make recount text.

In this study, the writer chose MA Muslimat NU Palangka Raya as target location of the study. MA Muslimat NU is one of the Islamic Senior High School in Palangka Raya which was built in 2006. Based on the interviewed with English teacher in MA Muslimat NU Palangka Raya. Mrs. Desi Arianti, S.Pd.i on 27th July 2015 conveyed that most of the students of this school have good capability in all subjects, including English. However, there

⁸Observed, on January 2015.

were still many students who did not have good capability in subjects, especially English. The students in this school thought that English is difficult subject, so they were difficult to comprehend the English lesson.⁹The teacher should change these attitudes and building confidence. Thus, teachers need to explore different ways to provide students with feedback.

Regarding of the facts above, the writer was interested to investigate more deeply in describing: **The Implementation of Teaching Writing Recount Text by Using Picture Series at the Tenth Graders of Madrasah Aliyah Muslimat NU Palangka Raya.**

B. Problem of The Study

1. How is the implementation of picture series in teaching writing recount text at the tenth graders of Madrasah Aliyah Muslimat NU Palangka Raya?
2. How is the students' response in the implementation of picture series in teaching writing recount text at the tenth graders of Madrasah Aliyah Muslimat NU Palangka Raya?

C. Objective the Study

In this study, the objectives of this study are:

1. To describe the implementation of picture series in teaching writing recount text at the tenth graders of Madrasah Aliyah Muslimat NU Palangka Raya

⁹Desi Arianti, *Personal Interview*, on 27th July 2015.

2. To describe the students' response in the implementation of picture series in teaching writing recount text at the tenth graders of Madrasah Aliyah Muslimat NU Palangka Raya.

D. Significance of the Study

The result of the study hopefully gives contribution to English teaching and learning. Theoretically the study can enrich the technique of teaching and learning English. And practically for the teacher, this study gives contribution to English teacher that teaching recount text through the use of picture Series is more interesting. And for the students, this study helps the students to write recount text by writing picture series, because picture series is interesting and has more topics to share. For the writer, this study gives new knowledge and experience in teaching recount text using picture series, besides fulfillment of the requirement for the degree of Bachelor of education.

E. Scope and Limitation of the Study

In this part, the writer limits the scope and limitation about the subject and object of the study. The object of this study is the implementation of picture series in teaching writing recount text. And the subject of the study is the Tenth Graders of Muslimat NU Palangka Raya in the school year 2015/2016.¹⁰

F. Definition of Key Terms

1. Writing is one of the basic skills that have to be learnt by students in the tenth year of senior high school.

¹⁰Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 177.

2. Recount text is one of the genres that must be taught to students of senior high school.
3. Picture series is one of the interesting media for student which can help student's skill in writing recount text.
4. Implementation is the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.¹¹ Related to the study, it is using to describe in the implementation of teaching writing recount text by using picture series at Tenth Graders of MuslimatNUPalangka Raya

¹¹Margaret Rouse, *Implementation* (Online), 2007, p.1. URL: <http://htarget.com/definition/implementation>. (Accessed 2015, 14 January).