

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discussed: Background of the Study, Problem of the Study, Objective of the Study, Significance of the Study, Scope and Limitation of the Study, Variable of Study, Definition of the Concept, Framework of Discussion, Assumption of the Study, and Hypotheses of the Study.

#### **A. Background of the Study**

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. English is taught at schools from elementary school up to university. It is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

As a foreign language, English has to be learnt in every grade of education. Indonesia students should have a better ability of English, because they have learnt it for many years. But, the fact is far from hope. Most of Indonesian students cannot master it well. When someone learns a foreign language, he or she often faces interference. For example, when he or she tries to use foreign language in active or passive way. As stated before, Indonesian students learn English as the

foreign language. Therefore, it is a new language for them, that is why they get some difficulties and they also need much time to learn in a better way.

Indonesian students are expected to be able to fulfil four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading, and to communicate our feeling, need, and desires through speaking and writing. In this research, the writer will focus on one of four skills, it is writing skill.

Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student. Writing is one of communication media. Furthermore, writing is an important and very essential subject, it has important role to the students in making piece of writing. Also writing is very important as can help students to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. The other definition of writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language that explained by Thomas Karl.<sup>1</sup>

According to Sheridan Baker, “Writing is one of the most important things do. It helps us catch our ideas, realize our thoughts, and stand out fluent persuasive people both on paper and on our feet in front of the meeting or the boss.”<sup>2</sup>

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<sup>1</sup>Thomas Karl, *Teacher Development Making the Right Movie*, Washington D.C: United States Information Agency, 1996, p. 171.

<sup>2</sup>Sheridan Baker, *The Practical Stylist*, New York: Harper & Row Publishers, 1987, Sixth Edition, p.1.

Writing will help students in mastering the English completely. It can ease them to deliver their purpose. Many of Indonesian students are sometimes afraid and say to speak what they want to say in English, but they can tell what they think and what they want to say into draft of writing before speaking. Furthermore, if students are having problem in expressing an idea, they can write down. And students itself or the other will possibly understand it. On the other side, there are still some teachers who have not given some attention on this case completely.

Writing is considered as the most difficult skill for students. It is in line with Jack C. Richard's statement, "Writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences".<sup>3</sup> It can be seen from the unsatisfactory writing score and some problems that the students confronted in writing based on writer experience.

English is taught as one of the material in MTs Muslimat Nu Palangka Raya. English teacher teaches based on the curriculum in the school. Students are recommended to master four skills: listening, speaking, reading, and writing. English teacher uses appropriate material which can develop the four skills.

This research will be focused in writing recount text that is taught at the eighth graders. It based on the competence standard of Junior High School stated that:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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<sup>3</sup>Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, 2002, p.303.

To express the meaning in short functional written text and simple essay in the form of *descriptive* and *recount* to interact with environment.<sup>4</sup>

Based on the observation at that school and interviewed to the English teacher. The teacher stated that she had not applied picture series media in writing recount text. Besides, when the writer was being “*Teaching Practice*” at MTs Muslimat Nu Palangkaraya, who taught the eight grade students. The writer found some problem during teaching period. They stated among the four language skills taught in schools, writing was difficult skill to learn.

According to the students, there were some factors that made it difficult. The students’ often got some problem when they learn it, such as: they often found a difficulty to understand the text or the story even though had tried to translate the words by dictionary. Then, they often could not remember well the schematic structures of the text. These problems will badly affect to their writing. They did not know well what the text they had to write is. They could not find the appropriate words to be written. Furthermore, it was hard for the students to got ideas. They could not write smoothly because they did not know what they wanted to write or to developed the topic and they got stuck in the middle of writing. Besides, they also had difficult in how to composed sentences. As a result, the students had no motivation to write, and writing becomes a boring and hard activity for them. These abilities could be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she or he will write on, how to express them in a sequence of sentences, how to organize them

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<sup>4</sup> KTSP 2006, Departemen Pendidikan Nasional, Jakarta.

chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.

Most of them would rather copy from other sources than write themselves or only had a few words to write whenever they were asked to write a composition. There always danger that students may find writing imaginatively difficult, such as in writing recount text. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from other, improve their vocabulary and grammar and write their own writing.

In this case, creativity in writing can be developed if the students will study hard, full concentration, practice, and be patience. Mary Stephens stated that,

The picture for writing is a supplementarry material or developing students' writing skills, a systematic building in writing skills (from sentence construction to paragraph composition), a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills.<sup>5</sup>

To build up students' writing skill, the writer used the picture series as good media or good visual material in writing which can be used both for productive and receptive skill in recount form. Teaching pictures series are the educators can build students' interest in learning language through pictures. D. A Hill said that,

Visuals have the advantages of being inexpensive, of being available in most situations; of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, and consequent enthusiastic use; and of bringing images into the unnatural world of the language classroom.<sup>6</sup>

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<sup>5</sup> Mary Stephens, *Picture for Writing Book*, England: Longman, 1995, p. 205

<sup>6</sup>D.A. Hill, *Visual impact: Creative Language Learning Through Pictures*, London: Longman, 1990, p, 56.

Good visual materials will help preserve the step of the lesson and students' motivation. As we learn most through visual encouragement, the more interesting and vary these encourage are, be faster and more effective our learning will be.

These problem led the writer to find the solution of all this about. The writer tried to solved this problem by using picture series as a visual aid to see the sequence events of a recount text, in order to ease the students in writing recount text. Picture is one of visual aids used to help the students to undertsand their material to be learned. An expert said that:

Kinds of ready-made pictures can be used to develop and sustain motivation, to procedure positive attitudes toward English and to teach or reinforce some language learning skills. The teacher must supply the necessary motivation and make up for the lack of natural stimuli, in order to develop the enthusiasm his/her students' imagination to help him/her. But words alone are not sufficient to carry the student over into an imaginary situation. More than anything else, it is visual aids in form or another that the students enter an imaginative experience beyond the classroom.<sup>7</sup>

Pictures are not only an aspect of method but through their forms, it will be represented the happened location, objects and people that they are an urgent part of the whole experiences we must help our students to manage with. Specifically, pictures contribute to:

1. Interest and motivation.
2. A sense of the context of the language.
3. A specific reference point or stimulus.

Picture is a useful media in teaching-learning activities. It can create the students' mindset, so that they will be easy to catch their teacher's explanation.

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<sup>7</sup>Marie Ernestova, *How to Ready-Made Pictures*, English Teaching Forum, Volume XIX No. 4 October, 1981, p.5.

Besides, pictures as an instructional media can also create enjoyable atmosphere of teaching-learning activities. In addition, pictures can attract the students' attention, and they can raise the students' motivation and interest in learning English, especially for English text.

In this research, the writer focused on the picture series as a visual aid in teaching recount text writing. As Betty Morgan Bowen said that, "Picture series is a series of pictures of a single subject. Its function is to tell a story or a sequence of events".<sup>8</sup> It is line with the purpose of recount text that retelling some events in the past.

Those statements declare that the strength of pictures series are informing about place, object, and some events, creating the students' mindset, can raise the students' motivation and interest, and helping students to arrange the story.

According to the explanations above and the strong desire of solving these problems, the writer had motivation to did research and wanted to prove the statements by using the title:

**"The Effectiveness Of Picture Series Toward Writing Score of the Eighth Graders Of Muslimat Nu Palangka Raya."**

## **B. Problem of the Study**

Based on the background of study above, the writer formulated the problem, is there any significant difference between the students taught by picture series and the students taught without pictures series toward writing score of the Eighth Graders of Muslimat Nu Palangka Raya?

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<sup>8</sup>Betty Morgan Bowen, *Look here! Visual Aids in Language Teaching*, London: Essential Language Teaching Series, 1973, p.28.

### **C. Objective of the Study**

Based on the problem of the study, the objective of the study was to find the significant difference between the students taught by picture series and the students taught without pictures series toward writing score of The Eighth Graders Of Muslimat Nu Palangka Raya.

### **D. Significance of the Study**

The study is expected to have both academic and practical contributions.

1. **Theoritically**, this study is expected that the result of this study supports the theory of teaching media using picture series in teaching writing of EFL classes.
2. **Practically**, the result of the research can be used an input for English teaching learning method, especially for teaching writing in junior high school. Also the result of this study gives empiric data on the students' progress in writing. The last this study can be as the strategy to improve the knowledge for the writer.

### **E. Scope and Limitation of the Study**

The study belongs to experimental study. Based on syllabus of the eighth graders, the research was focusing on the effectiveness of picture series toward students' writing score in recount text that focus on chronological events based on their experience. For the kind of recount text was Personal Recount which retell an experience in which the writer was personally involved. The population of this study was students at MTs Muslimat Nu Palangka Raya. The amount of sample were 76 students that were from 2 classes of MTs Muslimat Nu Palangka Raya. VIII C was as experiment class and VIII A was as control class. Since their



writing score representative the whole students' writing score at eighth graders in MTs Muslimat NU Palangka Raya.

#### **F. Variable of the Study**

A variable is a construct or a characteristic that can take on different values or score. A great deal of research is carried out in order to identify or test the strength of relationships between variables. When one variable influences or affects a second variable, the first variable is called an independent variable, and the second is called a dependent variable. The study included the following variables:

1. Independent variable: using picture series in teaching writing recount text (X).
2. Dependent variable: students' writing score (Y)

So, the research had two variables that independent variable (X) and dependent variables (Y). Independent variable is using picture series. Dependent variable is students' writing score (Y).

#### **G. Definition of the Concept**

1. Effectiveness, the extent that a program or service is goals and objectives. In the present study, picture series is said to have effects on writing if the qualities of writing using picture series is different from the qualities of writing without picture series. The differences between the two writing products are the result of using picture series. On the other hand, picture series is said to has no effects on writing if the qualities of the writing using picture series is same or almost the same as the qualities of writing without using picture series.

2. Writing, a series of related text-making activities: generating, arranging, and developing ideas in sentences, drafting, shaping, reading the text, editing and revising.<sup>9</sup> In the present study, writing refers to the students' writing in recount text. Students will write based on picture series given and they asked to develop their ideas based on their own version.
3. Picture Series is a series of pictures of a single subject. Its function is to tell a story or a sequence of events.<sup>10</sup>
4. Recount paragraph is a piece of text that retells past events, usually in the order in which they happened.<sup>11</sup>

#### **H. Framework of Discussion**

To get understand more about this proposal, this study is divided into three chapters as follow:

- Chapter I : this chapter consist of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, variable of the study, definition of the concept, framework of discussion.
- Chapter II : this chapter consist of previous studies, the nature of writing, recount text, picture media in language teaching learning, teaching writing recount text using picture.
- Chapter III : this chapter consist of research type, research design, population and sample, research instruments, data collection procedures,

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<sup>9</sup> Gould, E.D, Yanni.R & Smith.W, *The Act of Writing*, New York: Random House, 1989, p. 3.

<sup>10</sup> Betty Morgan Bowen, *Look here! Visual Aids in Language Teaching*, p. 28.

<sup>11</sup> Mark Anderson & Kathy Anderson, *Text Types in English 3*, South Yarra: McMillan Education PTY LTD, 1957, p. 28.

research instrument try out, research instrument reliability, research instrument validity, data analysis procedures.

Chapter IV : this chapter consist of research findings and discussions, which consist of the data presentation, the result of data analysis, and discussion.

Chapter V : conclusion and suggestion.

### **I. Assumption of the Study**

The writer assumed that there is significant different between the students taught by picture series and the students taught without picture series toward writing score. It is because picture series can give the new atmosphere for the students' writing skill.

### **J. Hypotheses of the Study**

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

#### **1. Alternative hypotheses (H<sub>a</sub>)**

There is significant effect of picture series toward writing score of the eighth graders of Muslimat Nu Palangka Raya.

#### **2. Null hypotheses (H<sub>0</sub>)**

There is no significant effect of picture series toward writing score of the eighth graders of Muslimat Nu Palangka Raya.