

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discussed introduction of study which consist of background of the study, problem of the study, objective of the study, assumption of the study, hypotheses, and significance of the study, limitation of the study, variables of the study, definition of key terms and framework of the discussion.

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

In this modern era, people demand to have more than one language. Language as a tool for communication took an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people. English is one of the international languages that very popular in the world. English is used in every time and everywhere.

Teaching English as a foreign language (EFL) involves four language skills; listening, reading, speaking and writing. The students must master the four skills in teaching learning process. Beside should master listening, speaking, reading, and writing, they also master vocabulary, pronunciation, spelling and grammar.

Writing is one of the skills that are learnt in the English class. In writing activity they can write everything to express their ideas and thinking. Writing is the important skill in the learning process. White in Kitao stated that writing is considered the most difficult of the four basic language skills to master. Both for first and for second language writers. It is an extremely complex information ranging from letter formation and spelling to rhetorical patterns. While virtually all children learn to write, learning to speaking and comperhendding spoken language are naturally accuring process.<sup>1</sup> Writing as the act of one who writes, that which is written, literary production or composition.<sup>2</sup> Based on definition above, writing is one of the difficult skills to study when they did not have a good grammar, vocabulary and so on.

Narrative is the kinds of text in writing that is taught in Junior High School. As the Eight grade English teacher in SMPN-8 Palangka Raya said that the Eighth grade students in this school still get problem when they are asked to write a narrative text, it can be seen in the text that they are produced, they cannot write narrative text in the correct grammar and sometimes they have difficult to get ideas.

Based on the case above, it is needed a good technique to help or to motivate the students to write English composition especially narrative text. Media is very important to solve this problem. Many sources said that media is needed to make studying English more interesting.

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<sup>1</sup>S. Katleen Kitao, *Process and Sosial Aspects of Writing: Theory and Classroom Aplication*: Japan, EDRS, 1992, p. 86.

<sup>2</sup> Adele Ramet, *Creative Writing*, United Kingdom : How to Books, 2007, p.1

Media came from Latin ‘medius’, it means ‘mediator’. Azhar stated that media can be understood marginally are human, material, or instance that can built up the condition of students to get knowledge, skill or attitude.<sup>3</sup> Based on definition above, media is not only human but also materials that support the students getting much information. Media are needed to stimulate the students’ enthusiasm in studying English. Many kinds of technique or media that used to study English for example picture.

Based on my observation in this school, the teacher was seldom to use media when teaching English. She explained the material by the textbook. So, the writer was applied one of media that is picture series to improve the students’ ability in writing narrative text. Picture series is a number of related composite linked to form of a series or sequence of events on one chart.<sup>4</sup> It is one of the types of picture that used as media in teaching English.

The writer was chosen the picture series as media in this study because picture series have benefit for teaching narrative text and it relevant with the topic of the story. Here, they were benefit of using series picture as media. The first benefit of using picture series was that it maked the students interested in writing English because picture series is one of the visual teaching media. Another benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it helped the students in expressing the ideas they have in mind become more

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<sup>3</sup> Arsyad, Azhar, *Media Pembelajaran*, Jakarta: Rajawali Press, 2009, p.3

<sup>4</sup> Arifah, *The Use of Picture to Write Narrative in Teaching Writing at M.A. Raudlatul Ulum Klampis Bangkalan*, Unpubilshed Thesis Stratum One, Surabaya, 2009, p.27

readable. The last benefit is that picture series will improve the students' motivation in writing.<sup>5</sup>

Based on the background above, the writer practiced the experiment according by the title'' **The Effectiveness of Using Series Picture on the Students' Ability in Writing Narrative Texts at Eight Grade of SMPN-8 Palangka Raya''**.

Here, they were some reason for choosing this topic. Firstly, series picture as media never applied in teaching learning process at SMPN-8 Palangka Raya. It helped the students for increasing the ability in writing narrative text. Second, picture series gave many benefit and real impression to the students. It helped the students to solve their problems when studying narrative about grammar, arrange the generic structure and so on. Based on picture series they can generate ideas of the story. Third, picture series gave motivation to the students because it is very interesting media. In addition, picture series is a good media for teaching writing.

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

This study measured the effectiveness of using picture series in writing narrative text. Based on the background of the study, the research problem was, ''Is there any significant difference between students' ability using picture series and without using picture series in writing narrative text at the eighth grade of SMPN-8 Palangka Raya?''

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<sup>5</sup> [Http://eprints.uny.ac.id/8464/1/1-07202244033.pdf](http://eprints.uny.ac.id/8464/1/1-07202244033.pdf) (accesed on 11/05.2013)

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

The aim of the study was to measure whether there is a significant difference between students' ability using picture series and without using picture series in writing narrative text at the eighth grade of SMPN-8 Palangka Raya.

### **D. Hypothesis**

A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.<sup>6</sup> The hypotheses of this study were:

#### **1. Alternative Hypothesis (Ha)**

There is significant difference between students' ability using picture series and without using picture series in writing narrative text at the eighth grade of SMPN-8 Palangka Raya.

#### **2. Null Hypothesis (Ho)**

There is no significant difference between students' ability using picture series and without using picture series in writing narrative text at the eighth grade of SMPN-8 Palangka Raya.

### **E. Assumptions of the Study**

There are two assumptions of this study, there were: Picture Series will be increased the students' ability in writing narrative text. Then, picture series was an interesting media to give motivation of the students in studying English especially writing.

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<sup>6</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, London : SAGE Publications Ltd, 2004, p. 8

## **F. Significances of the Study**

This study was aimed at investigating the effects of using picture series and without using picture series in writing narrative texts. This study has practical and theoretical significance. Practically, the result of this study was expected to become one of the technique that used by a teacher to be applied in teaching English and increasing the students' ability in writing narrative texts. Moreover, the students can be improving their writing skill by using picture series as media. In addition, it is a best way to improve the knowledge of the writer.

Theoretically, it was expected that the result of the study can give contribution to support the theory of teaching English as foreign language, especially for the teachers in the SMPN-8 Palangka Raya. And also, it is as references for the others researcher.

## **G. Limitation of the Study**

This study focused on using picture series and without using picture series to write narrative texts. In a more specific focus, this study was concentrated on investigating the effectiveness of using picture series and without using picture series in writing narrative text. The type of writing in the study was limited to writing narrative texts about fairy tale and legend based on syllabus.

The writer chosen narrative texts for this study because a narrative text was taught at the eighth grade students of SMPN-8 Palangka Raya. The writer

limited the number of subject; they are VIII-4 as the experimental group and VIII-5 class as the control group.

Here, the writer used experimental design as the design of study because the writer wants to know the effect of picture series on the students' writing narrative texts.

## **H. Variables of the Study**

According to Arikunto, variables are the object of the research.<sup>7</sup> Based on the definition above, variables is everything that will become object in research or factors that have role in the event that will be researched. There were two variables in this study, independent variable and dependent variables:

### **1. Independent variable**

The independent variables of this study were the picture series that used in teaching writing of narrative text (X).

### **2. Dependent variable**

The dependent variable is a variable that is observed and measured in order to determine the effect of independent variable. The dependent variables of this study were the students' ability (Y).

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<sup>7</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 2002, p. 96

## I. Definition of Key Terms

There are some definitions of the key terms as follows:

1. *An Effect* is a change produced by an action or a cause.<sup>8</sup> *Effect* size is standard score that represents the strength of a treatment in an experiment.<sup>9</sup> In the present study, the differences between two compositions are the result of learning narrative text using picture series and learning narrative without picture series.
2. *Series of picture* is a number of related composite linked to form of a series or sequence of events on one chart<sup>10</sup>. In this study, the writer uses picture series as media in teaching writing narrative texts.
3. *Ability* is the power or capacity to do or act physically, mental legally, morally, and financially.<sup>11</sup>
4. *Writing ability* is the ability or power of the students to produce a paragraph or an essay in narrative form from their own ideas.
5. *Narrative* is a text used to amuse or entertain or to deal with actual/imaginative experiences in different ways.<sup>12</sup>

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<sup>8</sup> Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, 1995, p. 369

<sup>9</sup> Edward L. Vocell & J. William Asher, *Educational Researcher Second Edition* (New Jersey: Merrill of Practice Hall, Inc.1983), p. 475.

<sup>10</sup> Arifah, *The Use of Picture to Write Narrative in Teaching Writing at M.A. Raudlatul Ulum Klampis Bangkalan*, Unpublished Thesis Stratum One, Surabaya, 2009, p. 27

<sup>11</sup> Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, 1995, p. 1383

<sup>12</sup> [Http://www.englishdirection.com/2011/03/kinds-of-narrative.html](http://www.englishdirection.com/2011/03/kinds-of-narrative.html) (online:24/12/2012)



6. *Experimental study* is the event planned and carried out by the researcher to gather evidence relevant to the hypotheses. It is research studies design for establishing causal relationships.<sup>13</sup>

## **J. Framework of Discussion**

The framework of the discussion of the study as follows:

- Chapter I : Introduction that consists of background of the study, problems of the study, objectives of the study, hypothesis, assumption of the study, significances of the study, limitation of the study, variables of the study, definition of key terms and framework of the discussion.
- Chapter II : Review of related literature consists of related literature, writing, the series picture, narrative text and experimental reserach.
- Chapter III : Research Method consists of research design, population and samples, approach, location of study, instrumentation, and instrument try out, data collection procedure and data analysis procedure
- Chapter IV : Result of the study consisted of the result of pretest of experimental and control group, the result of posttest of experimental and control group, result of data analysis, and discussion.
- Chapter V : Closing consisted of conclusion and suggestion

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<sup>13</sup> Donald Ary, Lucy Cheser Jacobs & Asghar Razavieh, *Introduction to Research in Education Third Edition*, New York: CBS College Publishing, 1985, p. 247.