

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of background of the study which elaborates basic thoughts of why the research is administrated. This chapter also includes statements of problem, aims of the study, significance of study, clarification of terms, and organization of the paper.

1.1 Background of The Study

English has become very popular in the era of globalization since people around the world use it as an international language, both in the forms of written and spoken texts, when they communicate to each other. As a result, more and more people around the world learn English for various purposes, such as for job requirements, for business, for communicating with people from different countries, and so on. For these reasons, in order to equip people with good communication skills, appropriate English language teaching methods become important for those who learn English.

In Indonesia, English is taught as a compulsory subject in secondary schools including junior high schools and senior high schools. In junior high schools, for example, the teaching and learning English should be able to lead students to achieve three abilities. As have been mentioned in the National Content Standard (2006), the abilities are: 1) to develop communicative

competence both orally and written form in order to reach the ability to use the language in daily needs; such as reading newspaper, manual and instructions; 2) to have an awareness of the importance of English to improve students' competitiveness in global society; and 3) to develop students' understanding of the relationship between language and culture. Moreover, school-based curriculum (KTSP 2006) applies the genre-based approach, which can be defined as an approach to teach language using different types of text. The school-based curriculum in junior high school recommends the introduction of five different types of text, in which one of them is procedure text. In relation to its implementation, teaching procedure text refers to an instructional activity between teachers and students where teachers explain explicitly the elements of procedure text (Hanson & Padua, 2004).

However, there are some problems in teaching procedure text. First, teachers find some difficulties in the process of teaching and learning. For example, teachers face students who have a lack of vocabulary and low motivation (Marlinda, 2008). Second, students tend to face some difficulties in explaining the generic structures and language features of procedure text. This statement is strengthened by the result of Istianah's (2011) study about the use of genre-based approach in teaching procedural texts. Her study's result showed that most of the students could not answer teachers' questions related to the generic structures and language features of procedure text. Third, students are not able to produce a procedure text. According to Firkins, Forey, and Sengupta (2007:341), students face the difficulty since they have to produce a procedure text. The last,

students demonstrate consistent difficulties with both the mechanics and organization of writing (Firkins, Forey, and Sengupta, 2007).

In order to solve the aforementioned problems, using various techniques of teaching procedure text is necessary to create interactive learning atmosphere. In creating interactive learning atmosphere, it is better for teachers to implement some methods in teaching procedure text. One of the methods is by using teaching media. There are many kinds of teaching media in educational field namely pictures, audio recording, television, real things, simulation, model, and Program or computer-assisted instruction (Gerlach & Elly, 1980). Series of pictures is one of the common teaching media used in classroom. Series of pictures is very helpful to be used, especially by teachers, because it can help students tell more things than what teachers expect the students to do. Moreover, as stated by Joklova (2009:16), series of pictures can make students curious about what they are going to do with the pictures.

Those assumptions above are also strengthened by Tan (1990) who conducted a study about the use of series of pictures for teaching writing. His study found that, besides encouraging students' interest in writing, series of pictures could give clear models for learners to make them be able to get ideas easily in writing narrative. Moreover, Amaliah (2009) proves that the use of series of pictures is effective in teaching procedure text for twelfth grade students in SMK. Her study suggests the method of using series of pictures as teaching media that can improve students' skill in writing procedure text. Besides, the pictures can give interest and motivation - they give students first impression about what

they will learn in the teaching and learning process. From those studies, it can be seen that student's improvement in writing texts is affected by the teaching media, which in this case is the series of pictures.

Referring to the related study above, this study focuses on finding out whether or not using series of pictures is effective in teaching procedure text for junior high school students. In addition, this study also focuses on discovering to what extents the use of series of pictures improves students' writing procedure text.

1.2 Statements of the Problem

A research problem is a problem that a researcher would like to research (Fraenkel and Wallen, 2007: 27). The research problems of the study are formulated into two parts. First, do series of pictures improve students' skill in writing procedure text? Second, to what extent does the use of series of pictures improve students' ability in writing procedure text?

1.3 Aims of the Study

Referring to the background and research problems above, the aims of this study is to find out whether or not teaching writing procedure text using series of picture is effective in improving students' writing procedure text. By this method, the students are expected to be well-organized and more creative in writing procedure text. Besides, this study is also aimed at discovering what extent the use of series pictures improve students' writing procedure text.

1.4 Significance of the Study

This study is expected to give contribution for two areas including knowledge in the area and practitioners. Firstly, in EFL methodology, series of pictures is an alternative media to be used in teaching and learning writing procedure text. Hopefully, it can improve student's mastery of English writing and help them understand better in producing a procedure text composition. By doing the study, the writer hopes that the study can expand the readers' knowledge in adding reference for further research to improve their creativity in designing teaching aid to support teaching learning activities, especially in teaching writing procedure text. Furthermore, if this research is effective in improving students' writing procedure text, this media is recommended to be implemented may be applied in other texts.

Secondly, this study is expected to give contribution for practitioners such as teachers and others researcher. For teachers, series of pictures can increase teachers' ability in designing the learning model. Besides, series of pictures can make the teachers be more creative in packaging the technique in an interesting way to facilitate their students well in learning writing, especially in procedure text. Meanwhile, for students, it hopefully can improve the mastery of writing subject and make them be easier to write procedure text. This study gives some knowledge and experience for people who involve in education field. The result of this study may also be used as a references and a supporting material for others researcher who conduct the similar problem.

1.5 Clarification of Terms

a. Writing Procedure text

Writing is a form of thinking which is represented in textual medium, thereby forming words, and larger units of language known as text. In this context, it refers to procedure writing text. According to Ministry of national education (2009:2), procedure is a factual text designed to describe how something is accomplished through a sequence of actions or steps. The text structures consist of goal that is followed by a series of steps oriented to achieving the goal. It means that in writing procedure texts, students can get knowledge how to make or operate something with writing. It can be applied in their real life. Students can identify process of something sequentially. It also has certain role that using generic structure like goal, materials, and steps in order to make the students can organize and express ideas easily in procedure writing.

b. Series of pictures

Picture is two-dimensional photographic which represents people, places or things (Heinich, Molenda, & Russel, 1993). In this study, series of pictures is pictures (in five or more stories) which show participant(s) and sequence of procedures which is used as a medium in this research (Brown, 2004:227-228).

1.6 Organization of the paper

This paper consists of five chapters. Each chapter is subdivided into subtopics that will further elaborate the investigated issues.

Chapter I is the introduction of the paper. This chapter provides the background of the study, statements of problem, aims of the study, and organization of the paper.

Chapter II is theoretical foundation covering related theories that are relevant to the research. The theories are conducted from other experts and researchers with related literature that the writer used in investigating the research problem.

Chapter III is methodology. This chapter presents the methodology conducted in conducting the research. It consists of hypothesis of the study, clarification of the key terms research design, research population and sample of the research, data collection, research procedures, and data analysis.

Chapter IV is findings and discussion. This chapter reports the findings and discussion of the study generated by interpreting and analyzing the collected data. It provides the data collection, data presentation, the explanation of data analysis and result of data analysis.

Chapter V is conclusion and recommendations. This chapter concludes research result and recommendations for teaching process and further research.