

# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole contents of the study including background, limitation of the problem, research question, aim of the study, significant of the study, hypothesis, research method, clarification of the key term, and organization of the paper.

### 1.1 Background

Teaching English in senior high school is focused on improving four language skills namely listening, speaking, reading, and writing. Hence, at the end of the lesson, students are expected to be able to achieve those four language skills. However, since the goal in every curriculum is elaborated in the terms of competence, that is communicative competence, improving productive skills is the most important purpose in teaching English. One of the productive skills that have to be improved is writing.

In any form of writing, the writer normally has someone to whom the writer intends to communicate though in some circumstances as well as speaking (Byrne, 1979), but it is clearly a very different activity from speaking since it is necessary to be quite so explicit as we have not to be in speaking. Therefore, someone has to consider their thoughts and to analyze their feeling to write. It can be said that writing is regarded primarily as a means of developing thinking. Hartog (1907 in Wilkinson, 1987) points out three aims of writing as being to

enable the writers to record their own observations and thoughts; to elaborate thoughts; to develop their own powers of thinking; and to convey to other people the results of their thinking as clearly and completely as possible. Thus, it needs more practice than explanations to teach writing.

Teaching writing especially in senior high school has changed to more focus on genre since KTSP (Kurikulum Tingkat Satuan Pendidikan) is announced in 2006. In the genre teaching, samples of a specific genre are introduced, and some distinctive characteristics of the given genre text are pointed out (Kim, 2006), so that students notice and write more focus on the specific pattern of that text. As stated in KTSP (Kurikulum Tingkat Satuan Pendidikan), there are twelve kinds of suggested genre that are applied in English teaching, such as Spoof, Recount, Report, Explanation, Analytical Exposition, Hortatory Exposition, News Item, Anecdote, Narrative, Procedure, Descriptive, and Discussion. In line with those kinds of text, it is challenging for students that they have to produce a product that is a piece of well-organized text, so that it finally will be meaningful and communicative as well to its reader. Since the use of genre in teaching writing is more effective for students to advance their writing, as suggested by Kay and Evans (1998) cited in Kim (2006), students are expected to be able to produce at least simple genre text rhetorically at the end of the lesson.

However, in practical level, most students often face difficulties in writing text, even narrative text known as the very beginning level of writing. Based on the researcher's experience, students are difficult to know how to develop their ideas and how to put the ideas together in an appropriate sequence of the events.

Many students also seem to look confused when they are asked to write narrative compositions due to the lack of organization and knowledge of text they are going to write; Whereas, narrative text is the commonly used in the early ages of learning for it is easy and automatic (Cortazzi, 1994). In line with those obstacles in teaching writing, one of the crucial factors cause students difficult to write is English teaching in Indonesia is only focused on transferring knowledge and information from teacher to students. It can be said that the practices of writing in the classroom are less than theories (Alwasilah, 1999).

From the problems above, using many variations in teaching writing which are more creative and interactive is necessary. In order to create interactive writing class and to make students doing more practices, it is better to teachers to provide media as teaching aids. Brown (1983) mentions three kinds of media namely audio, visual, and audio-visual. One of the most common media used in class is visual, such as pictures, because of its best known sensory aids to illustrate what words are saying (Stevick, 1983).

In language teaching, pictures are good sources of material for practicing speaking, listening, writing, vocabulary, and grammar (Werff, 2003; cited in Runi, 2006). The previous study conducted by Hornby (1973) cited in Novi (2006) showed that a colorful and funny picture presented will arouse students' interest and stimulate them to talk and to write upon a definite subject presented by the picture. The use of pictures helps learners to predict information, to infer information, and to deduce information (Canning-Wilson, 2001). Pictures are also good sources of material for practicing writing since it can generate

students' idea easily. Through pictures students can stimulate their imaginative powers (Heinich, Molenda, Russel, 1982:66) and produce the text effectively, based on the social function of the text.

In teaching narrative writing, particular pictures such as series of pictures are very helpful to students producing well-organized narrative text. As Bryne (1988) claims that narrative writing does not occur in a vacuum, so it is the teachers' task to provide interesting pictures, which enable students to get an idea to write, as it is the most essential point in narration. The previous study proved that series of pictures that are clear, representative and simply designed can be alternative to give a great assistance for the students in narrative writing practice. It can also improve the students' writing achievement better than the traditional way of teaching (Tan, 1990; Setiawaty, 2003; Drajadi, 2007).

In short, new method is needed to overcome the problems in teaching writing text, especially narrative text. It is hoped that by using particular pictures that are series of pictures will help students producing narrative text well-organized.

## **1.2 Limitation of the Problem**

From the aforementioned problems, this research is going to study the use of particular pictures to be applied in teaching narrative writing. Considering the previous study of using series of pictures, the present study is going to observe the use of series of pictures to teach writing narrative text conducted in senior high school students. Thus, it is only limited to the use of series of pictures to prove its

effectiveness in teaching narrative writing to the second grade of senior high school students compared with using conventional method. In addition, this study will only observe the advantages and the disadvantages of using series of pictures in the classroom.

### **1.3 Research Question**

Referring to the explanation above, this study attempts to answer the questions:

1. Is teaching narrative writing using series of pictures significantly more effective than using conventional method?
2. What are the advantages and the disadvantages of using series of pictures in teaching narrative writing?

### **1.4 Aim of the Study**

Based on the statement of the problem above, this study is conducted in order to meet the following aims:

1. To find out whether or not the use of series of pictures is effective in teaching writing narrative text.
2. To find out the advantages and the disadvantages of using series of pictures in teaching narrative writing.

## 1.5 The Significance of the Study

This study will be useful source for English teacher to acquire suitable visual media in teaching writing in order to be more interesting and interactive so that students enjoy the learning and easy to develop their idea for writing. Moreover, this study is also expected to improve the quality of teaching and learning of English in Indonesia especially the quality of teaching and learning writing at school in order to achieve communicative competence. By conducting this study, the writer also hopes other visual media to different approaches can contribute to the efforts in finding a better learning strategy in teaching writing, especially teaching writing narrative text. Thus, student can improve their writing skill and teacher can facilitate their student well in learning writing.

## 1.6 Hypothesis

According to Hatch and Farhady (1982:85-86), hypothesis is a tentative statement about the outcome of the result. the hypothesis used in this experimental study as writer assumption of the research result is null hypothesis ( $H_0$ ).  $H_0$  (null hypothesis) states that there is no significant difference in students writing skill of narrative text between experimental group who receive series of pictures and control group who don't.

## 1.7 Research Method

### 1.7.1 Formulation of the Research

To get an empirical data, the quantitative method is employed. Since the goal is to observe the significance of using series of pictures in teaching narrative writing, experimental study is used. According to Best 1989 (cited in Khearunnisa 2007) experimental study is the plan of the procedures that allows researcher to test the hypothesis by getting valid conclusion of the relationships between independent and dependent variables. In this study, using series of pictures will be the independent variable and narrative writing score will be the dependent variable.

The type of experimental design used in this study is quasi experimental design, namely practical compromises between true experimentation and the nature of human language behavior which wish to investigate (Hatch and Farhady, 1982: 24). The pretest-posttest design is used as the subset of quasi experimental design with the following formula:

$$\begin{array}{cccc} G_1 & T_1 & X & T_2 \\ \hline G_2 & T_1 & & T_2 \end{array}$$

Where:

- G1 : experimental group
- G2 : control group
- T1 : pre-test
- T2 : posttest
- X : treatment

### **1.7.2 Population and Sample**

The population of this study is the second grade students of SMAN 1 Cilegon. It is chosen according to the English Curriculum that narrative text is taught for the second grade students in the second semester. The second grade of SMAN 1 Cilegon consists of nine classes, and divided into two majors, science class and social class, which the total population is about 400.

According to Arikunto (2002:112), if the population is more than a hundred, sample can be determined 10-15 % or 20-25% of the population. By the reason above, the researcher will take only 20% of population as the sample of this study. It means this study will take only two classes for the sample that they are 44 students of each class. These two classes, then, will be chosen randomly as experimental group and control group.

### **1.7.3 Instrument**

Instrument is a medium, which is used by the researcher in collecting the data (Arikunto, 1995:136 cited in Eva 2004). There are some instruments used in this study, namely tests that are pretest and posttest, questionnaire, and interview. Writing test is carried out as the pretest and posttest. Pretest is conducted at the beginning of the lesson in order to find out the basic narrative writing skill of students and to make sure that the two groups have relatively the same ability. Meanwhile, posttest is conducted at the end of the research to evaluate the difference of students' narrative writing skill between experimental who receive series of pictures as the treatment and the control group who do not receive it. Likewise, distributing questionnaire and doing interview are conducted at the end



of the research to observe the advantages and the disadvantages of using series of pictures in teaching narrative writing.

## **1.8 Data Collecting Procedure**

In collecting the data, the researcher administer writing test that is writing narrative text based on the series of pictures to obtain the effectiveness of using series of pictures in teaching narrative writing. The study is conducted in the following procedures.

### **1.8.1 Trying Out the Instrument**

The instrument of test is tested to another class on the same grade and major which is not the observed class of the research in order to find out its validity and reliability.

### **1.8.2 Collecting Data**

The data are observed by giving the students pretest and posttest. Two classes are taken as the investigated classes, one for experimental class in which series of pictures are employed and the other is control class taught with no series of pictures. The techniques used in collecting the data are:

- Pretest : to find out the initial equivalent of writing outcomes between the groups.
- Posttest : to find out whether the present method is effective or not.
- Questionnaire : to find out student's opinions, and perception about the advantages and the disadvantages of using series of pictures in teaching narrative writing.

- Interview : to get some information, which do not exist in questionnaire.

### **1.8.3 Giving Treatment**

The main study is conducted after the respondents finish doing pretest. Then, treatment is given to the experimental group in some meetings. Series of pictures are given as treatment to the experimental group in the process of teaching narrative writing. Finally, they have to do posttest at the end of the treatment with the same test given in the pretest.

### **1.8.4 Analyzing Data**

The analysis of the data is quantitative that is used to analyze the writing test by using the scoring criteria. The data that are collected from pretest and posttest are analyzed by using independent group t-test formula with the assistance of SPSS 15 windows. This formula is mostly used to compare two groups investigated in the experiment which are not paired in any way, or in other words they are independent of each other. In addition, data that are collected from questionnaire and interview are analyzed by considering each item that is informed. Further, the information is analyzed to get significant information.

### **1.8.5 Drawing the conclusion**

Conclusion is related to the analysis results and suggestion for the further research, including the strengths and the weaknesses of the study.

## 1.9 Clarification of the Key Terms

In this study, there are some terms need to be clarified in order to comprehend the notions underlying the title of this paper. Some terms are clarified as follows:

1. Effectiveness refers to measuring and producing good result of the study. The effectiveness of using series of pictures in teaching narrative text means efficiency value of the visual aids as a media to achieve the instructive goals. The effectiveness will be measured from students' writing test.
2. Series of Pictures mean a number of pictures which are interconnected each other, especially to the one before it. It is taken from drawing which is in English Language course books.
3. Narrative text is one of text types (genre) that is proposed to amuse, to entertain, and to deal with actual or vicarious experience (Gerot and Wignell, 1994:204). Therefore, kind of narrative used in this study is a story of personal experiences that is appropriate for the second grade of senior high school students.

## 1.10 Organization of the Paper

The researcher organizes the paper into five chapters as follows:

**Chapter I** This section contains introduction, which discusses background, scope of the study, statements of the problem, aims of the study, significance of study, research method, clarification of the key terms, and organization of the paper.

**Chapter II** This chapter consists of theoretical foundation from the experts and the researches, which serve as base for investigating the research problem.

**Chapter III** This section includes methodology of the research which discusses the steps and procedure of the research, the instrument of the research and the reason for choosing its procedure.

**Chapter IV** The researcher will analyze the results of the study after conducting the research and obtaining the necessary data in this section. It includes analysis, finding, and discussion.

**Chapter V** It contains researcher's interpretation toward the result of the research in a form of conclusion, and the suggestion in associating with the research.

