

CHAPTER I

INTRODUCTION

This chapter provides a brief explanation of whole content of this research including background, statement of the problems, aims of the research and organization of the paper.

1.1 Background

English is the most important language in the world. It has been recognized as the international language. In Indonesia, English is taught from elementary school, yet from kindergaren in several big cities. There are four language skills in English such as listening, speaking, reading and writing. All of the skills are important, yet one of language skills that can encourage students to be more productive and creative is writing skill. EFL (English as Foreign Language) learners need to be able to write in English to internalize the English they learn (Paul, 2003).

Writing has its own special part compared to the other three skills in English (listening, speaking, and reading). Through writing, people can communicate with others. According to Brown (2001), writing is actually a process of thinking which needs special skill since the nature of writing is how to generate ideas, how to organize them coherently, how to revise texts for clearer meaning, how to edit texts for appropriate grammar, and how to produce a final

product. In other words, writing is difficult since it consists of very complicated processes. In line with Brown, Alwasilah (2001:15) also states that “compared to other skills – listening, reading, and speaking – writing is perceived as the most difficult to acquire for some reasons”. One of the reasons that make writing becomes the most difficult skill to learn is there is no idea to be developed. Gould, Diyanni and Smith (1989) believe that the hardest part in the process of writing is how to start it.

In writing process, Bello (1997) found that EFL (English as Foreign Language) students perceive difficulties in making of a plan what is going to write, how to put ideas and how to present their information. It is considered that EFL student writers are less planning and less effective in organizing material on their writing. Moreover, writing requires good grammar, so EFL students have to remember a large number of rules in structure which are quite different from their own language. It causes that EFL students are less fluent and less accurate on their writing.

As result, teachers have to provide more interesting media to stimulate the students' motivation in writing to achieve the goal. Choosing an effective medium in teaching writing is expected to help the students to face their problems. Brown (1994:2) proposes that media are physical equipments or utensils for instruction. In education, the appropriate media in teaching process may relate to the students success in learning. Brown also states that media make the possibility for the student to learn better and by using it creatively, the development of an expected skill can be improved. In the context of the research, the instructional media used

is series of pictures as visual media in teaching recount text writing. Gerlach & Ely (1980) state that visual evidence is a powerful tool. Through pictures, the students can be shown people, places and things. It is not only used as the basic material for students' composition in getting ideas but also it effectively stimulates students' imaginative powers. Furthermore, the use of series of pictures offers an attractive and stimulating framework for writing practice (Byrne, 1997).

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate both in oral and in written language. In competency standard and basic competence for writing, the syllabus states that the students should be able to produce some kinds of genre, one of them is recount (Badan Nasional Standar Pendidikan, 2006). Recount text is a text that retells past events, usually in the order in which they happened for the purpose of informing or entertaining (Anderson&Anderson, 1997; Gerot&Wignell, 1994).

Considering the explanation above, the research entitled "The Use of Series of Pictures to Improve Students' Ability in Writing Recount Text" was conducted. This research used colorful pictures as the media to make students more interested in learning writing. This research was conducted in the first grade of a Senior High School in Bandung. The research was conducted to investigate whether or not the use of series of pictures in teaching recount text improves students' writing ability and to find out students' responses to the use of series of pictures in teaching writing recount text. It is hoped, the research can inspire English teachers in finding another new creative media in teaching writing.

1.2 Statement of Problems

To specify the problems that were analysed, this research was based on the following research questions:

1. Is there any significant difference between the group that used series of pictures and the group that did not use it in writing recount text?
2. What are students' responses to the use of series of pictures in writing recount text?

1.3 The Aims of the Research

The aims of the research are as follows:

1. To find out whether or not there is any significant difference between the group that used series of pictures and the group that did not use it in writing recount text.
2. To find out students' responses to the use of series of pictures in writing recount text.

1.4 Organization of the Paper

This research is organized into five chapters as follows:

1. **Chapter I** this chapter contains introduction, which discusses the background, statement of problems, the aims of the research, and organization of the paper.
2. **Chapter II** this section consists of theoretical foundations from the experts and researchers, which serve as a base for investigating the research problem.
3. **Chapter III** this chapter includes the methodology of the research which discusses the research design used by the researcher.
4. **Chapter IV** this section consists of the findings of the research and discussions of the research.
5. **Chapter V** this chapter contains researcher's interpretation of the result of the research in the form of conclusions and the suggestions in associating with the research.