CHAPTER I

INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, aims of the research, scope of the research, hypothesis, significance of the research, research methodology, clarification of terms, and organization of the paper.

1.1 Background

Teachers are often frustrated with a total lack of interest by students in writing and confused by their unsuccessful efforts to motivate them to do the tasks. Many students in secondary school are not interested and consider writing as the most difficult skill to learn (Lance, 2005). Comparing to other skills – listening, speaking, and reading – writing is perceived as the most difficult skill. One of the reasons that put writing into the most difficult skill to learn is there are no ideas to be developed (Alwasilah, 2001:15 cited in Devi, 2010:1).

In writing process, Bello (1997) found that EFL student writers did less planning in writing and they were less fluent, less accurate, and less effective in organizing material on their writing. EFL 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.

Jumariati (2010) also found that the students could not write easily because they found difficulties in choosing and using the appropriate vocabularies. Even though they have already learned the strategies or techniques in writing, but they still found difficulties in choosing the appropriate vocabularies for expressing their ideas.

Therefore, choosing an effective media in teaching writing is expected to help the students face the aforementioned problems. The previous research suggests that a picture can be an alternative media to improve the students' ability in writing. A picture, especially the use of picture series in teaching short story writing shows that it is very effective to improve students' writing ability (Imanti, 2008). In accordance with Imanti, Nitalinawati's research (2009) about the use of wordless picture book also improves the students' writing achievement. The students perceive that wordless picture book can help them to develop their ideas in writing. Additionally, the use of picture also can improve students' ability in writing other kinds of text for instance recount text. Devi (2010) has investigated the use of photo series in teaching recount text. Her research shows the increase of the student' writing score. Besides, the implementation of using photo series in teaching recount text obtains positive response from the students. The use of pictures, especially sequences of pictures offer an attractive and stimulating framework for writing practice (Byrne: 1983:83).

From the related research above, it can be inferred that pictures can be the alternative media in teaching writing. In the context of the research, the use of sequences of pictures is chosen as a visual media in teaching writing especially in teaching narrative text according to the case of genre approach is explained in *KTSP (Kurikulum Tingkat Satuan Pendidikan)* 2006.

Considering the explanation above, the research is conducted to find out whether or not the use of sequences of pictures in teaching narrative text improves students' writing ability. In the end, hopefully, the research inspires English teacher to be more creative in creating another new interesting media in teaching English especially in teaching writing.

1.2 Research Questions

In the relation to the explanation above, the research is conducted to answer the following research question:

1. Is the use of sequences of pictures effective in improving student's ability to write narrative text?

2. What are the students' responses towards the use of sequences of pictures in teaching narrative text?

1.3 Aims of the Research

Based on the question above, the research aims to find out whether or not the use of sequences of pictures in teaching narrative text improves students' writing ability. Furthermore, the research is also conducted to find out the

students' responses toward the use of sequences of pictures in teaching narrative text.

1.4 Scope of the Research

The scope of the research is to find out whether or not sequences of pictures effectively facilitate the eighth grade students of a State Junior High School in Bandung in writing narrative text. Moreover, the research also investigates the students' responses toward the use of sequences of picture in teaching narrative text.

1.5 Hypothesis

The research is designed to investigate the effectiveness of using sequences of pictures in teaching narrative text; the research is guided by the following hypothesis:

"There is no difference between students' ability in writing narrative text in control group and experimental group after the treatments"

1.6 Significance of the Research

The research is expected to give an input for teachers in teaching English as foreign language especially in teaching narrative text. The research is also expected to be an alternative media in motivating and helping the students to improve their English writing ability in a more interesting, relaxed and pleasant

learning atmosphere in the classroom. In addition, it is expected to be an inspiration for teachers to improve the education in Indonesia.

1.7 Research Methodology

In conducting the research, quasi experimental with pre test and post test design was applied. The research involved two groups; the experimental group and the control group.

The eighth grade students of a State Junior High School in Bandung were taken as population. It is considered that narrative text is taught to the eighth grade students. Purposive sampling was used to decide the sample since the research used quasi experimental design. The research used two groups as the sample. The first group was VIII-D as the experimental group and the second was VIII-C as the control group. Each group had at least 25 students.

There were two steps in analyzing the data of the research. Firstly, the data were gained from pre test and post test in experimental and control group and analyzed statistically by using t-test in SPSS 16.0 and analyzed by considering the theories of sequences of pictures proposed by Bowen (1982). Secondly, the data collected through interview were classified. Moreover, the students' responses toward the use of sequences of pictures in teaching narrative text were concluded whether positive or negative.

1.8 Clarification of Terms

In the research, there are some terms need to be clarified to avoid misinterpretation and misunderstanding of the terms used in the research. Some terms are clarified as follow:

1.   Picture   : an illustration or two dimensional representation of person, place or thing. One of the media of communication that can show person, place or thing (Rivai and Sudjana 1991 cited in Nitalinawati, 2009)

2.   Narrative text : a text that describes a sequence of events in the past which entails following a time sequence or chronological order (Jordan, 1990: 26)

1.9 Organization of the Paper

This paper is divided into five chapters. The first chapter is introduction. This chapter introduces the problem of the research briefly. It includes the background of the research, research questions, aims of the research, scope of the research, hypothesis, significance of the research, research methodology, clarification of terms, and organization of the paper. The second chapter is review of related theories. This chapter focuses on the review of related theories and literatures. The third chapter is research methodology. This chapter presents a discussion on the methodology employed in conducting the research. The next chapter is chapter four. This chapter explains the data analysis and interpretation of the findings based on the collected data. The last chapter of the

research paper is conclusions and suggestions. This chapter concludes the result

of the research. It also concludes some suggestion for further research.