

CHAPTER 1

INTRODUCTION

This chapter provides the background of the study, research questions, the aims of the study, the significance of the study, and research method. The last part of this chapter provides the organization of the paper.

1.1 Background of the Study

Writing is an important aspect in language teaching and learning in which teacher should continue developing some techniques in teaching writing so that students can improve and master their writing ability. Alwasilah (2001:37) states that the responsibility for developing a specific or a professional writing skill is in school hands. While Heaton (1998:138) supports the importance of writing by stating:

“Writing allows us to express ourselves. Through writing we can inform others, carry out transactions, persuade, infuriate, tell how we feel, and learn to shape our thoughts, our ideas and our lives”.

It has been realized that writing skill is highly important. However, many students are not interested in writing and regard it as the most difficult skill to learn. Compared to listening, speaking and reading, writing was perceived as the most difficult to acquire for some reasons (Alwasilah, 2001:39), and this has been commonly accepted among students.

Moreover, it is important for the teacher to stimulate their students to be a creative person when they do the writing activity as writing is not only a matter of composing something but it is a form of thinking. It facilitates thought and helps us think critically.

From this point of view, there are many different genres in writing such as recount, report, narrative, descriptive, news item and many more (Derewianka, 1991). Therefore, by seeing the amount of text types that should be taught by teachers to the students, the effectiveness of teaching technique, media and material has also become a great issue in teaching and learning context. In addition to that, the researcher is interested to use series of pictures as learning media to overcome students' difficulties in improving their writing ability. The reason is because pictures can evoke students' interest and motivation, a sense of the context of the language, and a specific point of reference or stimulus in teaching and learning activities in the classroom. In line with Harmer (1998:82), pictures can provide stimulation for writing-habit activities, so that students can describe pictures or descriptions of a figure identified in a group of photograph.

In this case, recount text is chosen as the specific genre to teach because of its social function and its familiarity to students' life. Recount as one of the genres has appeared in both written and oral. It also can be a common media in dealing with others by giving and sharing experience. Furthermore, Marta and Gandas (2005:10) have proposed the social function of recount text that is to retell past events for the purpose of informing or entertaining. Hence, based on that view points, this present study is going to investigate the effectiveness of using series of picture in teaching recount text to improve students' writing ability.

1.2 Research Questions

This study is conducted to answer the only problem formulated in the following question:

1. Is the use of series of pictures in teaching recount text effective to improve students' writing ability?

1.3 Aims of the Study

Based on the question above, the research purpose is:

To find out the effectiveness of using series of picture in teaching recount text to improve students' writing ability.

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1.4 Significance of the Study

The results of this study are expected to give contributions to teachers to use series of pictures as one of worth using media to improve writing ability.

The most significant contribution of this study is to provide a description of series of picture and teaching writing, which will show the implementations of series of pictures in teaching writing.

The findings from this study can be used by both teachers and school board as a consideration to improve the quality of teaching writing especially in writing recount text.

1.5 The Scope of The Study

Considering the problem that has been formulated above, the scope of the study is to find out whether or not series of picture is effective to improve students' writing ability for the first grade of senior high school students in Class IBB (IlmuBahasaanBudaya). The series of picture used in this study are some pieces of pictures in which contain pieces of story that lead students to arrange and write the complete story in the pictures with their own words.

1.6 Research Methodology

To answer the research question, it is important to select an appropriate research method. Hatch and Farhady (1982:4) state that the research method should be the most efficient way to answer the questions. The research method that is used in this study is quasi-experimental method. According to Hatch and Farhady (1982:22) experimental method involves two groups of students; the experimental and the control group. Both groups are taken as the examined group.

An experimental group refers to a group of students that receives series of pictures in teaching recount text as its instrument, while a control group refers to a group of students that receives direct instruction in writing. The control group is needed for comparison purposes. The treatment is given to find out the effectiveness of using series of picture in teaching recount text to improve

students' writing ability. After conducting pre-test, treatment and post-test, the data are interpreted.

1.7 Clarification of Key Terms

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

1. Series of Picture

Series of picture in this study is the two dimensional image which illustrate people, places, or objects which is an opaque still picture (Gerlach and Ely, 1980).

2. Recount Text

Recount text in this study is a text that is used to retell for the purpose of informing or entertaining (Gerot and Wignell, 1994). Recount text contains some elements, such as social functions, generic structure, and lexicon grammatical features.

1.8 Organization of the Paper

This introductory chapter provides information on the background of the study, research questions, aims of the study, significance of the study, the scope of the study, research method, clarification of key terms, and organization of the paper. Chapter 2 presents theoretical framework of the study. It reviews theories related to recount text and the use of series of picture in teaching writing. Chapter 3 is devoted to outlining the methodology of the research. It presents the respondents of the study, instruments and stages of data collection, and steps of data analysis. Chapter 4 contains the detailed calculation of post-test scores, the calculation of experimental group scores, the calculation of control group scores,

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and the results of questionnaire. The paper is rounded off by Chapter 5, in which conclusions of the present study and suggestions for further research are presented.

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