

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, purpose of the study, scope of the study, significance of the study and clarification of the related terms.

1.1 Background of the study

Writing has always been a difficult task for individuals especially for ESL practitioners (Gabhool, Mariadass, & Kashef, 2012). Students can face any of writing difficulties classified in comprehension and conception of the ideas, composition of the text, language accuracy and appropriacy, lack of time and vocabulary (Yahya, 2013). Beside those difficulties, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English. 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. In line with that, one of the techniques that can be applied is using picture series. By using picture series students can be easier to create ideas and choose appropriate vocabulary to make writing based on those pictures.

Moreover, writing allows us to express ourselves and through writing we are able to inform others, 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, Asrifan (2015) states that writing well-known as the hardest skill because to conduct an idea into writing, students need to build knowledge framework by reading a lot of references and choosing appropriate vocabulary to make full sentences correctly. Additionally, writing means filling the gap that exists among the ability to express ideas, feelings, and opinions (Asrifan, 2015).

Pictures is one of modelings that can help students engage with the materials. The teacher has to facilitate the students with interesting technique of modeling. One technique which is considered effective in supporting teachers and students in the classroom is using series of pictures as visual modeling (Sudjana & Rivai, 2010). These pictures require interpretation and imagination. Additionally, by using pictures as modeling, it can encourage students to use higher-order thinking skills to interpret pictures critically and creatively, so students can write imaginatively (McConnell, 2014). Series of pictures are the educators that can build students' interest in learning language (Aschawir, 2014).

In accordance with previous statement, the picture for writing is supplementary material for developing students' writing skills, a systematic building in writing skills (from sentence construction to paragraph composition) (Aschawir, 2014). Thus, picture series can be a technique where students can create and develop their ideas about the topic into writing easier, because some students may find the difficulties to comprehend a text verbally, and pictures play role to provide a source of non-verbal information (Wright, 2003). Moreover, pictures also can show events from all length of time, such as past time, present time, even future time (Wright, 2003). Hence, this technique suits with recount text which become the focus of the study.

In addition, Siregar (2015) has been conducted to seek effectiveness of using pictures in writing class. The finding shows that pictures can help students in writing. This research is single picture as the media for teaching descriptive text in writing class. The aim of this research is to describe the implementation of single picture to teach writing descriptive text taught by the teacher and to describe the students' attitude toward the use of single picture. The result of this study shows that the implementation of single picture encourages the students to increase their vocabulary in writing descriptive text (Siregar, 2015).

Thus, knowing the advantages of using picture series, the researcher is interested to use picture series in teaching writing comprehension to the eight grade students of in a junior high school in Bandung.

1.2 Statement of problems

Based on the above arguments, there are two problems which will be investigated by the researcher. The problems are formulated in the following questions:

1. Can picture series to scaffold joint construction improve student's writing skills?
2. What do students respond toward the advantages or the barriers of learning process using picture series in their writing class?

1.3 Purposes of the study

Based on the background of the study above, the aims of the research are:

1. to find whether picture series to scaffold joint construction can improve student's writing skills or not; and
2. to find what students respond toward the advantages or the barriers of using picture series to scaffold joint construction in their writing class.

1.4 Scope of the study

The scope of this study is limited into two concerns. First, it focuses on analyzing the students' text to see the development of students' writing ability after using picture series. Second, it tries to discover how students respond toward the learning process using picture series to scaffold joint construction in writing recount text. The response consist of the impact of using picture series for students in learning process, such as the importances or the barriers of learning and writing text using picture series. This study was conducted in one of junior high school.

1.5 Significance of the study

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This study attempts to analyze students' writing development in the use of picture series to scaffold joint construction. Therefore, the result of the study is expected to give some significance not only theoretically but also practically.

Theoretically, it is expected that this study will be worth for the other researchers in which hopefully it can be used as reference and also guidance in conducting the same study of observing writing comprehension. Hopefully, all the theories and information which are provided in this study can be used to enrich the available reference. Furthermore, it is also expected that the research findings will be beneficial as useful information for the following researchers who want to conduct a further research concerning the using of picture series in language teaching.

Practically, for the students, this study is expected to improve their writing comprehension and get involved in learning process actively. For other researchers, the study will eventually helpful as the source for another research, also especially in writing skill by using picture series. For the teachers, this study is expected to give a feedback to teacher's understanding of advantages of using picture series in teaching process, especially in teaching writing comprehension.

1.6 Clarification of key terms

There are several terms that should be clarified to avoid misconception. Those terms as follows.

Picture series can be defined as a number of pictures of a similar or related kind coming in sequence from the earliest to the latest. Hence, its main function is to tell a story or sequence of events.

Modeling is one of stages in genre based approach. This stage is devoted to scaffold the students with the genre discussed. The main function of modeling stage is for stimulating or scaffolding students' knowledge at the content which is being learned by students. In other word, modeling stage is presentation in teaching process which also builds students' knowledge. In order to make students comprehend with the content, teacher gives a model as example or teaching material in teaching and learning process. Therefore, picture series plays role in

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modeling stage as a scaffolder. Modeling stage influences all of stages in genre based approach. In line with that, all activities in learning process are based on the building knowledge and modeling which are presented in the first part of learning.

Joint Construction is the next stage in genre based approach. This stage is implementing students' understanding and abilities based on the topic that was discussed in the previous meeting. Based on this research, there are at least two choices in using picture series to scaffold joint construction. For examples, the teacher demonstrates picture series also the explanation in front of the class together with the students or the teacher asks the students to work in group and answer the questions based on picture series. This activity will be beneficial for the students in writing their own text individually in the last stage or called as independent construction.

1.7 Organization of the paper

This paper will be presented in four chapters which will be elaborated as follows:

Chapter I: Introduction; in this chapter, the paper elaborates the background of the research. It discusses using picture series to scaffold joint construction in teaching writing recount text which become the focus of the study. This chapter also states the research questions, aims of the study, the scope of the study, the significance of the study, clarification of related terms and paper organization.

Chapter II: Theoretical Review; this chapter discusses of theories about series of pictures, writing skill, modeling stage, and recount text. It is the basis for investigating the research problem.

Chapter III: Research Methodology; this chapter gives a clear explanation about how the study was conducted and analyzed. The data analysis was explained briefly.

Chapter IV: Findings and Discussion; this chapter reports the findings of the study clearly. It will elaborate the result of picture series to scaffold joint construction in improving students' writing skill.

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Chapter V: Conclusions and Suggestions. In the last chapter, the paper contains the researcher's conclusion based on the analysis in chapter four as answer towards the research questions of the study and suggestions for further researcher related to picture series to scaffold joint construction in improving students' writing skill.