CHAPTER I

INTRODUCTION

This chapter presents the nature of the study. In detail, this chapter consists of the background of the study, research questions, aims of the research, significant of the research, research methodology, clarification of related terms, and organization of the paper.

1.1 Background of the Study

Writing is a procedure of communicating ideas by using symbols that can be read by others and as a method in which language is presented in visual or tactile form (Xiaoxiao, 2016). Through writing, teachers can identify students' ability in using the language, because writing does not only deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts into series of paragraph.

Writing skill is very essential for students because it may enhance their chance to be successful (Alexander, 2008, in Hosseini, Taghizadeh, Abedin, & Naseri, 2013). In addition, they mentioned that proficient writing skill is needed in order to help students convey their knowledge. However, the students usually found that writing was difficult because they did not feel confident in their writing and did not frequently practice this skill unless the teacher asked them to. The problems faced above are not only caused by the inability of the students to write, but also by the inappropriate strategy implemented by the teacher in the teaching and learning process in the classroom.

In mastering writing skill, students might face some difficulties or problems such as lack of vocabulary and idea development. Riyanto (2001) finds that most of the students' problems in writing were due to some factors, and one of them is lack of vocabulary. Banfield (2014) suggests that classroom must become student-centric to reach Intrinsically Motivated goals and the use of picture series in learning objectives can be used to reach that target.

Pictures have an excellent device for providing both a purpose and content for writing. It is also provides students with information about objects, actions,

events, and a relationship. According to Wright (1989), picture are not just an aspect of method but through their representation of place, objective and people they are an essential part of the overall experience we help our students to cope with. Another study was conducted by Mary Stephens (1995) who stated that the picture for writing is a supplementary material for developing students' writing skills, a systematic building in writing skills, a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills.

Recent studies such as Primaskara (2015), Putra (2014) , Ginusti (2014) and Galvis (2015) are related to the implementation of picture series in teaching writing, in form of text. Those studies analyzed the use of picture series in teaching writing in form of text as a tool to increase the students' writing skill. Those studies describe and explain why and how picture sereis helped students in writing a certain type of text. However, deeper explanations regarding to the benefits of the implememntation of picture series are not provided. Thus, based on the issue above, this study focused on the implementation of using picture series in assisting students in writing recount text. Then, in this study, students produced their own picture sereis by drawing them in a handout given by the teacher in roder to express their ideas of a story. Furthermore, this study would like to investigate students' responses toward the use of picture series as media in learning writing recount text. Therefore, those concerns are withn the context of English as foreign language in Indonesia.

1.2 Research Question

Based on the background of the study explained above, the research question of this study is formulated below:

1. In what way(s) does the use of picture series assist the students in writing recount text?
2. What are students' responses toward the use of picture series in writing recount text?

1.3 Aim of the Study

Considering the research question formulated above, the aims of this study are explained as the following:

1. To investigate the use of picture series in assisting students in writing recount text
2. To investigate students' responses toward the use of picture series in writing recount text

1.4 Scope of the Study

The picture series used in this study were about recount text which showed the students how to tell the readers about the story, activity, or event that happened in the past. The pictures used in this study were taken from some of reliable sources which are mostly taken from English textbooks as the teaching media. The students in this research are the ninth grade of junior high school students. Since this study focuses on the use of picture series in writing recount text, this study will investigate how the teacher used the picture series in assisting students in writing recount text.

1.5 Significance of the Study

This study theoretically is expected to enrich the theories and method in teaching writing with the use of picture series for junior high school students.

Practically the teachers could apply the technique to teach junior high school students by using picture series especially in teaching recount text writing.

Furthermore, professionally, the research findings can be used as the enrichment towards the future research about teaching writing recount text with picture series especially for junior high school students.

1.6 Clarification of Terms

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in the study:

a. Picture Series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events (Yunus, 2003). In addition, Wright (1989) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.

b. Recount Text

Recount text is a text that tells the readers or listeners about one's story, action or activity. Anderson and Anderson (1997) define recount as a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.

1.7 Organization of the Paper

This study consists of five chapters. Each chapter of this study explained as the following:

1. Chapter I: Introduction

   This chapter of this study describes the nature of the study. In detail, this chapter consists of the background of the study, research questions, aims of the research, significant of the research, research methodology, clarification of related terms, and organization of the paper.

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2. Chapter II: Theoretical Framework

This chapter discusses some theories related to the use of picture series as a learning medium which helps students in writing recount text. In detail, this chapter elaborates some theories regarding the use of picture series in helping students to learn writing recount text.

3. Chapter III: Research Methodology

This chapter of this study presents research methodology which deals with the research design, research site and participants, data collection, and data analysis.

4. Chapter IV: Findings and Discussion

This chapter elaborates findings and discussions of the research. The findings cover how the use of picture series in assisting students in writing recount text. The discussions of this study discuss the results of this study with related theories.

5. Chapter V: Conclusion and Recommendation

This chapter of this research paper concludes the results of the study which obtained from the collected data. It also gives the suggestions for the better improvement of the next research.

1.8 Concluding Remark

This chapter has discussed the background of the study, research questions, aim of the study, scope of the study, significant of the study, clarification of terms, and organization of the paper. In the next chapter, this paper will discuss the theoretical framework.