

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the study. In detail, this chapter will present the background, research questions, aims of the study, significance of the study, scope of the study, research methods and organization of the paper.

1.1 Background

There are four language skills in English namely listening, speaking, reading, and writing. The students have to master the four of language skills so they can use English both actively and passively (Brown, 2001: 232).

Writing becomes difficult to be mastered as long as the students, especially young learners, still have limited vocabulary to build their ideas in a piece of writing. Based on some previous studies (Hasanah: 2008, Aisah, Ratnasari: 2010), the ability of the second year students of junior high school in writing paragraphs was still unsatisfactory. The students were unable to express their ideas in a good paragraph. They made a number of mistakes in their writing in terms of content, language use, and coherence. To overcome this problem,

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teachers have to find appropriate media in teaching writing narrative text for the eighth graders.

According to Byrne (1980: 24), cited in Aisah (2010), writing is very important as one of the media in communication that can help people to have a good socialization, express their ideas, feelings, and opinions so that people can have a good interaction with their society. Along with this statement, James (2010) also said that through writing, people can communicate with others across places and time.

However, students' inability to communicate through written language appears to be problematic at school. The reason is because writing is a mixture of idea, vocabulary and also grammar. When students read textbooks at school to improve their writing skill, they get frustrated in writing (Huang: 2009). Moreover, Huang explained that writing skill is more complex and difficult to teach, require, and master not only in terms of grammatical and rhetorical devices but also in terms of its concept and judgment.

In the past, conventional teaching approaches primarily focused on vocabulary and grammar lesson. Therefore, the effectiveness of using such teaching approaches was still unsatisfactory. Most students were still unable to communicate with others through written language. Because of the difficulties of writing, some efforts have been done to solve the problem. The

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main objective was to make the writing become easier to learn for the students.

There are some ways or media to help students write a text especially narrative text. A study conducted by Karunia (2011) showed that comics had some advantages that could help students to overcome difficulties in learning narrative writing. Moreover, another expert cited in UNICEF's site (1999) showed at least three ways to help young learners in writing narrative text. The first one is making the writing meaningful for young learners by letting them express about topics that are important to them. The second one is encouraging the students to keep journals or diary. This could help them to write in the freest way. The last one is publishing writing on the walls of classroom to make it meaningful. When their work is going to be published in some way, students are writing with a purpose.

Achmad (2011) on his journal explains that there are at least three benefits in using picture as media. The first one is that pictures series create the enjoyment in the writing process. It is an interesting way for the students. When the students' environment is fun, they will be freer and more confident to share their feelings, ideas, and thoughts in writing. Then, the results of the students' writing will be better when they use pictures series as their guide in writing their narrative story.

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The second one is that picture series develop students' creativity in writing. In line with this statement, James (2010) also said that pictures could develop students' creative thinking skill and help students to develop stories freely based on pictures series they seen. Furthermore, they were able to write good stories with longer good sentences to develop their narrative composition. In this case, students can learn how to write stories in complete sentences and to develop their ideas better in describing the pictures series. Consequently, they will be able to produce meaningful stories.

The last one is that picture series can increase students' vocabulary. In writing activity, the biggest problem for the students is their limited vocabulary. By using pictures series, students learn how to use their new vocabulary in writing. When the students have more vocabulary, their ideas in writing will be easier to be developed.

Moreover, it is teacher's responsibility to select appropriate media available and inter-relates the components to the curriculum (James: 2010). There are at least five teachers' roles proposed by Brown (2001: 166-168). He proposed that teachers had to become a controller, director, manager, facilitator, or resource depend on the objective in the classroom setting. Teacher as a facilitator means that the teacher is the person who facilitates students learning (Tylee: 1992). In order to facilitate the students to gain their aims in writing, teachers should give an appropriate media to the

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students. Teacher could select the media by considering these following considerations:

1. The media should be help to achieve the objective of the lesson.
2. The media should be concrete to be understood by learners and entertaining.
3. The media should be challenging and stimulating in thinking and varied or diverse in interests abilities of the students.
4. The media should be affordable, less costly and effectively co-relate subjects of the curriculum.

Referring to those phenomenons, the researcher would like to investigate the effectiveness of implementing pictures series in teaching narrative texts, in addition the researcher is also would like to observe whether this media is suitable for teenagers language learners.

1.2 Research Questions

Based on the background mentioned above, the researcher would like to state the problem as follows;

1. Does the use of picture series improve the students' ability in writing narrative texts?
2. What are the students' responses toward the use of picture series in teaching narrative texts?

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1.3 Aims of The Study

This study is aimed to find out the use of picture series in improving the students' ability in writing narrative texts for eighth-grade students. It is also aimed to find out students' responses toward the use of picture series in teaching narrative texts.

1.4 Significance of The Study

This study is expected to give an input for teachers in teaching English as Foreign Language especially in teaching narrative texts. This study is also expected to be an alternative media for the teachers in motivating and facilitating the students to improve their ability in understanding narrative texts effectively in a pleasant learning atmosphere in the classroom. In addition, it is expected to provide the English teachers with richer ideas in using various types of media in teaching writing.

1.5 Scope of the Study

This study is only limited to find out the effectiveness of picture series to facilitate the eighth-grade students of junior high school in writing narrative texts. Moreover, the study also investigates the students' responses

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toward the use of picture series as media in writing narrative texts. In addition, the researcher used picture series as the media since pictures series could develop students' creative thinking skill and help students to develop stories freely (James: 2010).

1.6 Research Methods

To find out the effectiveness of picture series in improving students' understanding toward narrative text, this research used experimental method with two groups: control group and experimental group.

1.6.1 Data Collecting Procedure

1.6.1.1 Population and Sample

The research was conducted at one of the junior high schools in Bandung involving two classes of the eighth-grade students. One class was as the experimental group and the other one was as the control group. There were 30 students in each class. They were chosen based on purposive sampling in order to have the subjects who are assumed to have not experience in learning narrative texts with picture series.

1.6.1.2 Research Instrument

In this research, pre-test and post-test in form of writing test were employed as the research instruments. These tests were given to

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both of groups, control and experimental group. In addition, the researcher administered questionnaire only to the experimental group after giving the treatments.

1.6.2. Data Analysis

The research compared the two groups' means and expected that there would be significantly different in the result. Therefore, null hypothesis was needed as the foundation of the research. Null hypothesis stated that there is no difference between the two groups' means (Coolidge, 2000: 98).

Two classes were chosen to be involved in this research. Both of them were given the pre-test and post-test to investigate their writing skill before and after the treatments. Therefore, the equation is as follow:

$$\frac{G_1 T_1 X T_2}{G_2 T_1 T_2}$$

G_1 represents the experiment group, G_2 represents the control group, T_1 represents the pre-test, T_2 represents the post-test, and X is for the treatment using pictures series as the media to teach writing in narrative texts in the second grade of junior high school. Furthermore, *t-test* was used to measure whether the means differences were statistically significant or not.

1.7 Organization of The Paper

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The paper is organized into five chapters. Chapter I is Introduction. It consists of background, research questions, aims of the study, significance of the study, scope of the study, research methods, and organization of the paper. Chapter II consists of theoretical foundation, which serves as a basis for investigating the research problem. This chapter will explore some theoretical foundation about writing in general, teaching writing, narrative text, media in language teaching, and some related studies about teaching writing narrative texts using visual media. Chapter III is Methodology. It deals with research procedures and tools of analysis. This chapter includes formulation of the problems, research method, research hypothesis, clarification of key terms, data collection, research procedures and data analysis. Chapter IV are Findings and Discussions. It elaborates the implementation of Picture Series, whether or not it is improving students' ability in writing narrative texts. Chapter V formulates Conclusions and Suggestions. This chapter covers the conclusions and suggestions based on the findings and discussions in the Chapter IV.

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