



## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate with each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school to college.

According Torrance et al (2007:1) writing is a visual representation of spoken language. Whatever specific form of writing is, a writer is engaged in, they have to be able to transcribe language according to the conventions of a particular writing system, and be able to decode visual symbols into their corresponding meanings. Furthermore Sokolik (2003:98) argues that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner polished and comprehensible to reader.

Writing is not easy work, most of the students cannot develop their ideas when they write something. Writing is one of the skills which has to be mastered by the eleventh grade students of senior high school. According to



Heaton, all of the writing skills are complex and need to be mastered by the students in making a good writing, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgemental elements. Gordon states that “If we are to write well we need to know (as well as we can) what we were talking about. In order to find out what, precisely, we are talking about, and we need to write.

According to School Based Curriculum (*KTSP*), the purpose of teaching writing in Senior High School is that: being able to utter the meaning of transactional and interpersonal in short conversation and being able to utter the meaning of monologue conversation in form of descriptive, recount and narrative in the context of daily life. English is learned and also one of the important subjects in National Examination which is taught based on curriculum.

Based on preliminary study at MAN Kuok Kampar Regency located in Jl. Gemas by interviewing English teacher on March 2016 with Mr. Indra as an English teacher. In that school, especially in teaching writing, English was taught two times a week. Each meeting was 80 minutes. Usually, the teacher had taught writing through the types of genre available in students textbook. The textbook helped teacher explain to the students about types of the text, the purpose of the text, generic structure of each text, and the language features of the text. The aim was students knew about the kinds of the text and its language features. Then, the teacher gave students some topics such as The Lion and The Mouse, and then the students wrote the topic into a text. Then, teacher asked

them to collect the paper, and for the last activity teacher assessed the students' work.

Based on the researchers' preliminary study at MAN Kuok Kampar Regency, the teacher said that many of the students still faced the problems and difficulties in writing, the students were difficult to express their ideas especially in developing narrative text. The writing skill of the students was still far from the expectation of the curriculum. The researcher can conclude that there are some problems in this case. It can be looked though the following phenomena:

1. The students were not able to express their ideas in writing narrative text well.
2. The students were not able to write organization of narrative text that contains orientation, complication and resolution correctly .
3. The students had low motivation in writing activity.
4. The students were lack of vocabularies. It made the students difficult in a writing narrative text.
5. The students were not able to use correct grammar in narrative text.
6. The students were not able to write sentence with the correct spelling and punctuation.

On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when they write story. In other words, we use time in order to organize our sentences. Hence, they need media to help students in creating their ideas, making their writing cohesive or systematic and making series of events which is constructed in a chronological order.

To solve problem above, the researcher use media as a form of narrative text to help students in writing narrative text. One of the media which is used to help the students in writing narrative text is pictures series. It can help the students to express their ideas or opinion in writing form because sometimes they are blocked by limited ideas.

Picture is used to motivate students and make them pay attention. Pictures series have a number of related composite pictures linked to form a series or sequences. It makes the students' writing narrative text become cohesive and systematic. Pictures series also have pictures with full color. It helps the students attracted to create their ideas in writing narrative text. The students have imagination about pictures they saw. The pictures inspire the students in expressing their ideas into paragraph.

Based on the symptoms above, the researcher is interested in conducting a research dealing with writing narration by using media that is series pictures. The use of pictures in teaching writing is able to support the students to study (Raimes, 1983:11).



Based on the explanation above, the researcher is interested in carrying out a research entitled **“The Effect of Using Pictures Series on Students’ Writing Ability of Narrative Text at MAN Kuok of Kampar Regency”**.

## B. Defining of Terms

### 1. Effect

Effect is a measure of the strength of one variable’s effect on another or the relationship between two or more variables (Jack Richards, 2002: 190). In this research, effect means to measure two different variables, scaffolding talk and speaking ability.

### 2. Writing Ability

Writing ability is a specific ability which helps writers to put their thought into words in meaningful form to interact with the message (SIL International) . It means that writing is an activity we do to express our ideas writtenly and it can be in different purpose. It has multiple components to do this activity, they are the topic, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription. In this research, this term means the ability of students to write narrative text.



### 3. Narrative Text

Pertaining to Syafi'I (2013:47) narration is story telling, whether it tells a true story or fiction, a narrative text gives an account of one or more experience. In this research, the text passages are used for delivering about writing narrative text ability to the students.

### 4. Picture series

Picture is one of the visual aids that is used by the teacher in teaching and learning process. There are some kinds of pictures used by the teacher such as picture, picture series, and so on. Picture series is the number of image painted, drawn or photographed which has similar things placed happening one after another. (Hornby, 1998:89) in this reserch, the media refer to the strategy that will be applied by the researcher in the teaching-learning process. They are picture series that consist of four to six pictures that can be created as a story.

## C. Problem

### 1. Identification of the Problem

Considering the importance of identification of the problem, the researcher identifies the problem as follows:

- a. Why were the students unable to express ideas in writing narrative text?



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- b. Why were the students unable to write organization of narrative text (orientation, complication and resolution) correctly?
- c. What the factors made the students have low motivation in writing activity?
- d. Why were the students lack vocabularies in writing narrative text?
- e. Why were the students unable to use correct grammer in narrative text?
- f. Why were the students unable to write sentence with the correct spelling and punctuation?

## 2. Limitation of the Study

Based on the identification of the problems above it is very important for the researcher to limit the problems discussed in this study. Since the techniques that had been used did not result the students' better progress of writing English . The researcher would like to focus on students' ability in writing Narative text taught by using picture series as media at the eleventh grade at MAN Kuok Kampar Regency.

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### 3. Formulation of the Problem

Based on the limitation of the study, the researcher would like to find out whether or not the use of pictures series is effective on students' writing ability in narrative text. To put it into focus, the problem is formulated in the a research questions:

- a. Is there any significant difference of students' writing ability in narrative text before using picture series for experimental group and non picture series for control group of the eleventh grade at MAN Kuok Kampar Regency?
- b. Is there any significant difference of students' writing ability in narrative text after using picture series for experimental group and non picture series for control group of the eleventh grade at MAN Kuok Kampar Regency?
- c. Is there any significant effect of students' writing ability in narrative text between pre-test and post-test scores by using picture series of the eleventh grade at MAN Kuok Kampar Regency?



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#### D. Objective of the Study

As the researcher states to do a research, automatically there is an objective why she does this research.

- a. To find out the significant difference on students' writing ability in narrative text before using picture series for experimental group and non picture series for control group of the eleventh grade at MAN Kuok Kampar Regency.
- b. To find out the significant difference of students' writing ability in narrative text after using picture series for experimental group and non picture series for control group of the eleventh grade at MAN Kuok Kampar Regency.
- c. To identify whether there is or not a significant effect on students' writing ability in narrative text between pre-test and post-test scores by using picture series of the eleventh grade at MAN Kuok Kampar Regency.

#### E. Significance of the Study

Related to the objectives of the research above, the significance of the reseach is as follows:

1. The research findings are to give the valuable input to the teacher of English at MAN Kuok of Kampar Regency to get information and

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description about the effect of pictures series on the students' writing ability in narrative text as media to produce better writing.

2. Motivating students in writing narrative text by using pictures series as media of writing, creating the sentences which are cohesive and systematic.
3. By conducting the study, the researcher knows the effect of pictures series on students' writing ability in narrative text.

**F. Reason for Choosing the Title**

1. The researcher is interested in carrying out this research in order to find out the effect of using picture series on students' writing ability in narrative text..
2. The reserch is relevant to researcher's status as an English student of English Education Department.
3. This research is not investigated yet by other students of English Education Department.
4. The topic is very interesting to be investigated.