

CHAPTER I

INTORUDCTION

1.1 Background of the Study

Language is the most important tool to communicate. The humans in the world use language to communicate with each other. They use language to transfer their ideas, knowladge, and information to one another. Language is also used as a tool of communication among nations in all over the world. The language is important as a means of communication in everyday life.

English language is one of the tools of communication in the world; it is called internasional language that everyone must be able to use in order to communicate with society all over the world. Every global information can be reached by mastering English.

In our country, Indonesia, English becomes a foreign language, not as first or second language. There are two ways to learn a language as English. Firstly thorough formal way (education), namely learning at school; secondly through informal way such as courses. Although they are different ways, both of them have the same goal which is to master and have the ability to speak English. English is taught from kindergarden until university levels, and even children before 5 years old learn to speak English as well.

Teaching English should be done in the right way. It focuses on the four language skills, they are listening, speaking, reading, and writing. Even though it focuses on those four skills, other important sub skills such as grammar,

pronunciation and vocabulary should be considered. Each skill requires special concern since each has its own problem that effects the improvement of language itself.

This research focuses on one of those four skills, that is writing skill. As one of the basic skills, writing should be learnt and taught seriously since it is representative of what students said and thought. Aristoteles says that words in writing are the symbols of oral language (Aristoteles in tans 2004: 48). Like other skills, writing needs be developed as well. In the process of teaching and learning, writing is important as there is an exchange of knowladge and information between teachers and students. Writing is a language skill that is used to communicate indirectly. For example students can communicate their thoughts, feelings, idea, or giving information through letters, written sentences, essays and texts.

Based on the writer's experience during teaching practice program at SMP Negeri 16 Kupang, she found that there were many students who found it easier to communicate their thoughts orally than in writing form. It happens because they cannot produce good writing exactly as what they think in their mind. Most students find it difficult to start writing and how to express ideas because they lack of vocabularies, grammar, etc.

However, there is another factor that may cause this problem that is the learning process itself, where the teacher only explains the subjects by using book or LKS (Lembar Kerja Siswa). There is no media in the teaching learning process.

Media is important to attract the students attention in teaching learning process, it helps them develop their imagination in expressing their idea. Arsyad

(2002: 4) states, “In general learning media is learning source component or real material that has instructional material in students’ area that can stimulate students to study”

Picture series has benefit to improve the students’ skill especially writing skill. Wright (1997 :2) states that picture series is a sequence of pictures which is closely related to a narrative text. It is expected that through picture series, students can be interested and motivated in learning language, become more active and participative in learning process, easier in expressing their idea into a good paragraph, and improving their writing skill.

The students will be interested in and more concentrated on the plot in the story by using this media it will be easier for the students in getting of their writing and learning to develop the topic based on the sequential events. When the students seemed more competent in developing their idea using picture series, the teacher may take one or some pictures away and ask the students to use their imagination to fill the missing links of the story. The teacher also may ask the students to rearrange the picture into chronological order. Picture series can help the students expand their imagination to relate one event to another as what the picture shows, and then they can make a story from it.

In this research, the writer provides picture series to improve students writing ability because it is assumed that picture series give stimulus to the students writing process so that they can express their idea chronologically. It also helps the students develop their idea and attract students’ interest. Considering the characteristic and the advantages that have been mentioned above, the writer will conduct a research entitled, “**A Study on the Use of Picture Series to Improve**

Writing Ability of Procedural Text of the Eighth Grade Students' of SMP NEGERI 16 KUPANG in the School Year 2017/2018"

1.2 Statment of the Problems

Based on the background described above, the writer would like to formulate those problems in the following questions:

1. Are picture series effective into improve writing ability of procedural text of the Eight Grade students of SMPN 16 Kupang in school year 2017/2018?
2. How are picture series used to improve the writing ability of the Eight Grade students of SMPN 16 Kupang in school year 2017/2018?

1.3 Objectives of the Study

Based on the question in the statment of the problems, the objectives of the study areas follows :

1. To find out if picture series is effective to improve the writing skills of the Eight Grade students of SMPN 16 Kupang , in the school year 2017/2018 or not
2. To find out how picture series to improve writing ability of the Eight Grade students of SMPN 16 Kupang in the school year 2017/2018

1.4 Significance of the Study

The result of the study may contribute several benefits for English Teacher, students, and other writers. The benefits are:

a. For the English Teacher

From the result of the research, the teacher can get more information about the media that can be used in teaching English in general and writing in particular.

b. For the students

By using media, especially picture series the students can become more interested in learning English.

c. For the writer

The result of the research can be used as a reference for the other writers.

1.5 Scope and Limitation

This study is a classroom action research which focuses on the use of picture series to improve writing ability, there are 12 kinds of writing, they are : Recount, Report, Discussion, Explanation, Exposition (Analytical), Exposition (Hortatory), New item, Anecdote, Narrative, Procedure, Description and Review. Thus, the boundary of this study specifies on the teaching of writing focusing on Procedure Text. Which have been learnt by the students in previous semester in 2017/2018 the limitation of the problem is about improving students Writing ability of Procedural Text by Using Picture Series. The aspects that are going to be assessed namely : Grammar, vocabulary, mechanics.

1.6 Definition of the Terms

The following are the definitions of terms that can help the readers to understand the whole body of the study.

1. Improving

Improving comes from English word “improve” and based on *Oxford Dictionary (2007)*, *improve* is become or make something better. So, improving in this study is kind of effort with the purpose to make something better than before.

2. Writing

Mayers(2005: 1), Writing is a way to produce language which you do naturally when you speak. Writing means kind of activities that the students do in producing sentences. Writing is speaking to others on paper or on a computer screen. Writing is also in action a process of discovering and organizing your idea, your imagines putting them on paper, and reshaping and revising them. Term “writing” in this study means particularly the activity of student to convey their ideas concerning the topic chosen by their own words concretely and vividly, in order the readers can capture both its details and wholeness.

3. Procedural Text

According to Mark anderson and Kathy Anderson (2003:6), Procedure is kind of text which is used to instruct someone on how something can be done. A procedure text tells about how to do something. The function of procedural text is to describe how something is accomplished through a sequence of actions of steps (Eltis, 2000). In this study, procedural text are common factual genres that provide insturctions on how to do something.

4. Picture

According to Andrew Wright (1997 :2), Pictures are the most suitable for revision of known language and more recommendation and manipulation word,

the pictures are not just an aspect of method but thorough their representation of places, object and people they are an essential part of the overall experiences. Picture is a learning method that uses pictures and paired / sorted into a logical order. In this study picture means to use in teaching media and helping the students to get information from the picture.

5. Picture Series

Shores (1996 : 88) defines picture series as likeness of person, place, thing, or idea on flat surface produced by means of drawing, painting, or photography. It means that picture series can being the form of likeness of anything on flat surface as result of drawing, or photographing. In this study picture series can help the students to do something.

6. SMPN 16 Kupang

SMPN 16 Kupang is oneof the public junior high schools in Kupang which is located at Jln. Supul Raya Perumnas, Kupang, NTT.