

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is the means of communication of a society. By this role, it is very clear that language enables us to transmit information, ideas and feeling from one person to another. If we tell someone what we think or want, we are transferring that information to him or her using language.

There are many languages in the world and English is considered as one of the leading languages in the world. It is used as an international language. Indonesian government has treated English as the foreign language to be taught. In Indonesian schools, English is very important for assisting students to enroll to higher education, to cope with globalization demands, high technology development, and establish international communication.

There are four basic skills in learning a language, they are listening, speaking, reading, and writing. Writing as one of the four basic language skills involves some language components (spelling, grammar, vocabulary and punctuation). This with what is stated by Braine and May (in Novita 2011:), “Writing clear sentences requires us to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.” To learn writing, the students should be knowledgeable and skilled on the language components to write the ideas.

Teaching writing in Junior High School is just as important as the teaching of other skills as basic language skills. Students should master writing skill as good

as the other skills since writing skill also gives contribution to improve students' competence in communication. One of the paragraph writings that students need to master is narrative paragraph. Narrative is a form of discourse that seeks recounts an incident or event so that it looks as experiences the event. From the statement above, the writer is interested in researching more about the use of picture series in teaching narrative writing (a classroom action research at the eighth grade students of SMP N 1 Kupang Tengah in the Academic Year of 2014/2015).

There are some possible reasons concerning the student's problem in writing. Aside from teaching of vocabulary, grammar and sentence structure, the English teacher had used appropriate and interesting media in the process of teaching and learning English at class, it is expected learners was easy in receiving writing materials from teachers.

According to Ansley Raja (2007), educational experiences that involve the learner physically and give concrete examples are retained longer than abstract experiences such as listening to teacher. Instructional media helps add elements of reality, for instance, including pictures or highly involved computer simulations in a lecture. She further states that media can be used to support one or more of the following instructional activities. First is to gain attention. A picture on the screen, a question on the board, or music playing when students enter the room all serve to get the students' attention. Second is to recall prerequisites. Media can be used to help students recall what they learned in the last class so that new material can be attached to it and built upon. Third is to present objectives to the learners. It can be used to hand out or project the day's learning objectives. Fourth is to present new

content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). Fifth is to support learning through examples and visual elaboration. One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world. Sixth is to provide feedback. Media can be used to provide feedback relating to a test or class exercise.

This study only focused on the use of series of pictures. The series of pictures are a number of pictures arranged in a row or come one after another used as teaching media in classroom.

Based on the idea and the fact above, the writer tried to make a research under the title: **THE USE OF SERIES OF PICTURES IN EIGHTH GRADE STUDENTS' NARRATIVE WRITING PROCESS OF SMPN 1 KUPANG TENGAH IN THE SCHOOL YEAR 2014/2015**

1.2. Statement of the problem

The topic above is specified into some research problems:

1. Is the use of series of picture effective in increasing students' ability in writing narrative text at the eighth grade students of SMPN 1 Kupang Tengah in the school year 2014/2015?
2. To which degree is the use of pictures series in increasing students' ability in making narrative writing of the eighth grade students of SMPN 1 Kupang Tengah in the school year 2014/2015?

1.3. Objective of the study

The objective of this study is formulated in the following statements.

1. To find out whether series of pictures is effective in increasing students' ability in making narrative writing of the eighth grade students of SMPN 1 Kupang Tengah in the school year 2014/2015.
2. To know the result of teaching writing using series of pictures to improve students' ability in making narrative writing at the eighth grade students of SMPN 1 Kupang Tengah in the school year 2014/2015.

1.4. Significance of the Study

The significance of the study are as follows:

1. For English teachers
 - a. To provide the information of the students' writing ability in narrative writing by using the series of pictures
 - b. To encourage English teacher to seek some media to be used in teaching writing including the use of picture series.
2. For the writer

This research can motivate the writer on how to conduct the study of the use of series pictures a narrative writing. It can also motivate the writer to be creative to look for the new and easier technique in learning English especially in learning narrative writing.

1.5. Scope and Limitation of the Study

There are many kinds of paragraph writing; there are recount, descriptive, procedure, and narrative. In this study, the writer just focuses on the use of series of picture in students' narrative writing process which is classified as a classroom action research study to the Junior High School students. The writing elements evaluated in this study were grammar, vocabulary, and form.

1.6. Definition of terms

The writer definite some main terms deals with this study. They are the picture, series of pictures, narrative writing, SMP N 1 Kupang Tengah.

1. Picture

Picture is one media which is suggested for helping the success of teaching learning (Wright Andrew, 1989: 2-4).

A picture is an illustration of imagination that can be used as two dimensional representation of person, place or thing (Rivai and Sudjana, 1991:12, in Sagita Diana, 2009:7). It means that picture is one of the media of communication that can show people, place and thing that are far from us.

2. Series of picture

A number of pictures arranged in a row or come one after another used as teaching media in classroom. Series of pictures in this study is a media to help students to produce a better narrative writing.

3. Narrative writing

Narrative text is to amuse or entertain the reader and to deal with actual or vicarious experience in different ways and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

4. SMPN 1 Kupang Tengah

SMP N 1 KUPANG TENGAH is one of the state Junior High Schools in Kupang district. The school is located in Jl. Timor Raya Km 18 Oebelo.