CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, based on KTSP (Educational Unit Oriented Curriculum) 2006 and Curriculum 2013, writing is one of the language skills that must be learned and mastered by students. Patel and Jain (2008:33) states that writing is essential feature of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It means so many aspects which influence writing process.

In writing activity, students will be forced to convey the ideas, thoughts, and feelings into written form. It will be one way for students for helping them express their expressions into written form. In producing a written text, students can engage their experience in daily activities as idea for this process. It means through keep practicing produce these texts, it can help student to know one more way about how to express their feelings into appropriate text. And in order to make the purpose of teaching-learning purpose into reality, teacher as a facilitator have a big effect to affect students' progress. In teacher's act as a facilitator, teacher can design all the needs appropriately. According to Dirgayasa (2014:3) there are five components of instructions chronologically in teaching-learning process such as the learning materials, teaching methods, assessments, students and lecturers profile.

Among four language skills -listening, speaking, reading, and writing- many students think that writing is the most difficult skill to be mastered. As a productive skill, several aspects are needed to produce a written text. This is a complex and difficult activity to teach and to learn. In this situation, teachers are needed and have to be creative in creating the enjoyable classroom activity. It can be from the way how teacher delivers the material through the appropriate teaching method and media.

Based on KTSP (Educational Unit Oriented Curriculum) 2006 and Curriculum 2013, which focuses on writing activity, students of grade eight in Junior High School should be able to master several types of text such as descriptive, recount, and narrative text. As one type text that should be learned by students on grade seven, recount text was choose to be one variable in this study. Dirgayasa (2012:17) states that recount text is a text which retells the past events chronologically. In simply way, recount text is a text to inform or retells the readers about past activities in several lists of events.

Furthermore, the observation was done by the researcher at SMP Swasta (Private Junior High School) Muhammadiyah Desa Pon, the researcher focus on grade VII in this study. Based on this observation, it was revealed that the students of grade VII faced difficulties in writing recount text. There are a whole spectrum reasons for these difficulties such as the classroom management is not appropriate with method used or the media is not appropriate with the coverage skill approach. So students couldn't reach the goal well. Particular problem that happens, students

do not know the communicative purpose of each texts well, it makes them cannot distinguish one kind of text to the others texts. It was also difficult for them to organize their idea into the appropriate written form.

In addition, based on the observation in that school, the researcher found that many students did not reach the standard minimum value. The standard minimum value in target school for English subject is 75. The mean of students' score in writing personal recount text can be seen in table 1.1 the score of the students' achievement in writing personal recount text:

Table 1.1 The Score of the Students' Achievement in Writing Personal Recount Text

Class	Number of Students	Mean of the Students' Achievement in Writing Personal Recount Text
VII A	38	68.53
VII B	38	66.95

Source: SMP Swasta (Private Junior High School) Muhammadiyah desa Pon class VIII A and VIII B on Friday March 6th 2015.

Based on the observation, English teacher did not use any one single media during teaching-learning process. The English teacher only divided students into some groups. It seems like small group discussion method. During teaching-learning process some students looked not focus on teacher's explanation. They made a chat with a friend beside them and tried to disturb the others students by throwing a paper or something else. It looks like the students did not enjoy and not interested in learning material during teaching-learning process. So, when the English teacher asked them to make a text, some students did not know what and how to write a good personal recount text. This is why mean of students'

achievement in writing personal recount text in both class still low or did not pass the standard minimum value in that school.

Fortunately, Learning Revolution had implemented in teaching-learning process in school and it has been socialized to the teachers all over Indonesia. It's also called as Students Centered Learning (SCL), an approach to education focusing on the need of the students rather than those of others involved in the educational process, such as teachers and administrators. This approaches had many implications for the design of the curriculum, course content and interactivity of course.

By this, teacher serves only as facilitator and problem solver to students, it means teacher has been forced to be creative to design the learning situation especially in teaching writing. Because there are so many advantages that students can get through writing activity. Besides to produce a written text, writing activity can be used as one way to learn to read. Many teachers use this way to teach their students to learn to read. And through writing process, students will be forced to brainstorm their mind. So students can express their idea into a written form.

As it is explained before, like issue during this time that writing process is a bored activity in teaching-learning process. It realized that an inappropriate media is one of source problem in teaching-learning process, because through an appropriate media it can generate students' motivation and stimulation in learning activities. There are many kinds of media that could be used in teaching and learning process such as picture, song, photograph, a dialogue script, movie, cards,

etc. Furthermore it is essential to use a suitable and an effective media to help students to solve their writing problem. These media are sequence of pictures and dialogue script media, two different media used in experimental and control group. Sequence of pictures media is a visual media organized as several pictures which is relates or connected one to others. Wright (2004:65) states that the uses of sequence of pictures are:

a. Showing one main event with considerable details.

b. Offering an attractive and stimulating framework for writing practice.

c. Making the students responds favorably.

d. Guiding the students to use certain language.

e. Reminding the students of what to say.

Through sequence of pictures, students expected to be able to convert the story that exists in this media into a written form especially into a personal recount text. In this activity, students do not need to find the idea that will be organized in written form by themselves. Students only have to read the pictures based on their perspective and organized the idea into appropriate written form. This media also expected can attrack students' attention in learning writing process through these interest pictures. This interest media could be students' focus during teaching-learning process. Students could get advantage from this step to produce a good writing of recount text. By read a story that exists in these pictures students have many imagination of how the story line will be and it help students to write freely.

Meanwhile, dialogue script media is a full written conversation. Dialogue script media provides a full dialogue script about an event that help students to imagine how the situation of the story in reality. This is supported by Chiarella (2003:9) a dialogue script provide several important things namely character, setting, the level of tension, and the structure of the story. These things help students to be easy to write a text because they already imagined the character of each participant and also about the situation of how is actually the story line in this media.

Through this media, students expected to be able to convert the conversation form into a text form. This media really helpful for students because students do not need to find the idea for make this text and also this media provides full vocabularies. So, students just need to comprehend about how to change the direct sentence into indirect sentence.

In line with background above, this study designed and conducted to prove that sequence of pictures media which is consist of several related pictures affected students' achievement in writing recount text than a dialogue script media. The title for this study is the effect of sequence of pictures on students' achievement in writing recount text.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following.

"Is students' achievement in writing recount text taught by using sequence of pictures higher than taught by using dialogue script media?"

C. The Scope of the Study

There are many types of writing texts namely narrative, descriptive, recount, procedure, explanation, discussion, spoof, report, news item, anecdote, hortatory exposition, analytical exposition, and review. But this study limited on the effect writing recount text and focus on the applying of sequence of pictures media on students' achievement in writing recount text, especially personal recount.

D. The Objective of the Study

The objective of this study is to find out the effect of sequence of pictures on students' achievement in writing recount text on grade eight in SMP Swasta (Private Junior High School) Muhammadiyah.

E. The Significance of the Study

The significance of this study is expected to have both theoretical and practical importance in writing as a process and product especially the framework of writing. Theoretically, the result of this research is to enhance the knowledge or information about implementation sequence of pictures media on writing recount text.

Practical perspective, the findings of the study will be viewed for three points of view:

1. For students point of view

   To affect students' achievement in writing recount text through sequence of pictures media.

2. For teachers point of view

   This research provides information for the English teacher about sequence of pictures in teaching and learning process.

3. For other researchers point of view

   This research can be used as initial experience in conducting a similar widely.