

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Human beings always need to interact with others to fulfill their needs. To achieve that, they use a means called language. Language is a system of choices by which people can communicate certain functions, allowing us to express their experiences of the world, to interact with others, and to create coherent messages (Hyland, 2004: 25). Through language we can store and transfer knowledge, transmit messages from one person to another person and from one generation to another. In short, almost human activities are conducted through the use of language. By using languages, human beings can narrate and share their experience to others and tell some information to others. One of languages is English.

In learning English there are four skills, they are listening, speaking, reading, and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as one of the language skill seems to be a very difficulty skill to be mastered. However students have learnt English for years, they still find it difficult to master this skill. Al-khasawneh states that the students appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. In learning writing, students are taught how to transform their ideas and messages into written form. Written products are often the result of the students' writing activities.

Nurussaniyah (2010) states that written product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that students have abilities in developing and producing written simple functional text in the form of recount, descriptive and narrative. Narrative is a kind of text which is appropriate to tell the activities or events happened in the past time that shows the problematic experience in order to amuse or entertain the readers. It is frequently used to give moral lesson to the readers. The students can use past tenses in writing narrative text.

In fact, based on researcher's observation which had been done in SMA Nusantara Lubuk Pakam, not all students are able to write narrative text, students find some difficulties in building and developing their ideas, choosing the correct words, using the grammar and organizing the text. For instance: fish swim to sea bottom look for food every last days, Budi sleep late last night, the birds fly to sky high yesterday.

From the preliminary data above, the researcher found some incorrect words and grammar where the right sentence must be, fish swam deeper to the bottom of the sea in order to find foods last days, Budi slept late last night, the birds flew high to the sky yesterday. There were still lack of vocabularies and grammar found but the most common problem was the difficulty to find something to write about. They didn't have any idea of what to be written. This kind of problem was also found by Kitchakarn (2012:111) in Thailand that students could not choose the right words and they did not know how to start their

writing. Therefore, acquiring writing skill seems to be more laborious than acquiring the other skills.

There are many factors that cause the problems, and the common factor comes from the English teacher. They do not have sufficient and suitable teaching medias which is applied in teaching writing is traditional teacher-centered, which makes boring and ineffective teaching and learning process. Besides, English teachers lack appropriate materials in their classes (Kitchakarn, 2012:111).

To enable the students to master narrative text, teachers of English should provide materials which are appropriate with the curriculum and find suitable media in teaching and learning process. One of the most interesting media is by using picture.

Picture is one of the visual aids that can be used in teaching writing. It makes something clearer. It also can be used to create situation for writing classes more clearly. Harmer (1983: 3) explains that pictures are clearly indispensable for the language teacher since they can be used in so many ways. Picture is a new approach introduced by the government. Carol (1965: 1) states that visual aids can be useful for the language teachers.

The topic of this study is not a new topic. There are several studies with the same media, but different accordance with researcher's custom and background. There were many researcher who applied media picture in their study, two of them was: Arroyani conducted a research entitled the effectiveness of teaching using comic strips to facilitate students and Dwi Ariningisih (2010) conducted a research entitled the effectiveness of using picture series to improve the students' writing skills. Both of researcher found the effectiveness of using

pictures on students' achievement in writing narrative text that the picture can help students to memorize easily based on the visualization contain in the picture and have a complete story from beginning until the end so the students just need to translate the story into English.

So, by using pictures, teacher can give an exciting writing class to the students. From this, the students will like writing narrative text, be interested in writing, and they can write narrative text easily.

#### **B. The Problem of the Study**

Based on the background of the study, the problem of this study can be formulated as follows: “is there any significant effect of applying animal cartoon pictures on students' achievement in writing narrative text?”

#### **C. The Objective of the Study**

This study was intended to find out the effect of applying animal cartoon pictures on students' achievement in writing narrative text.

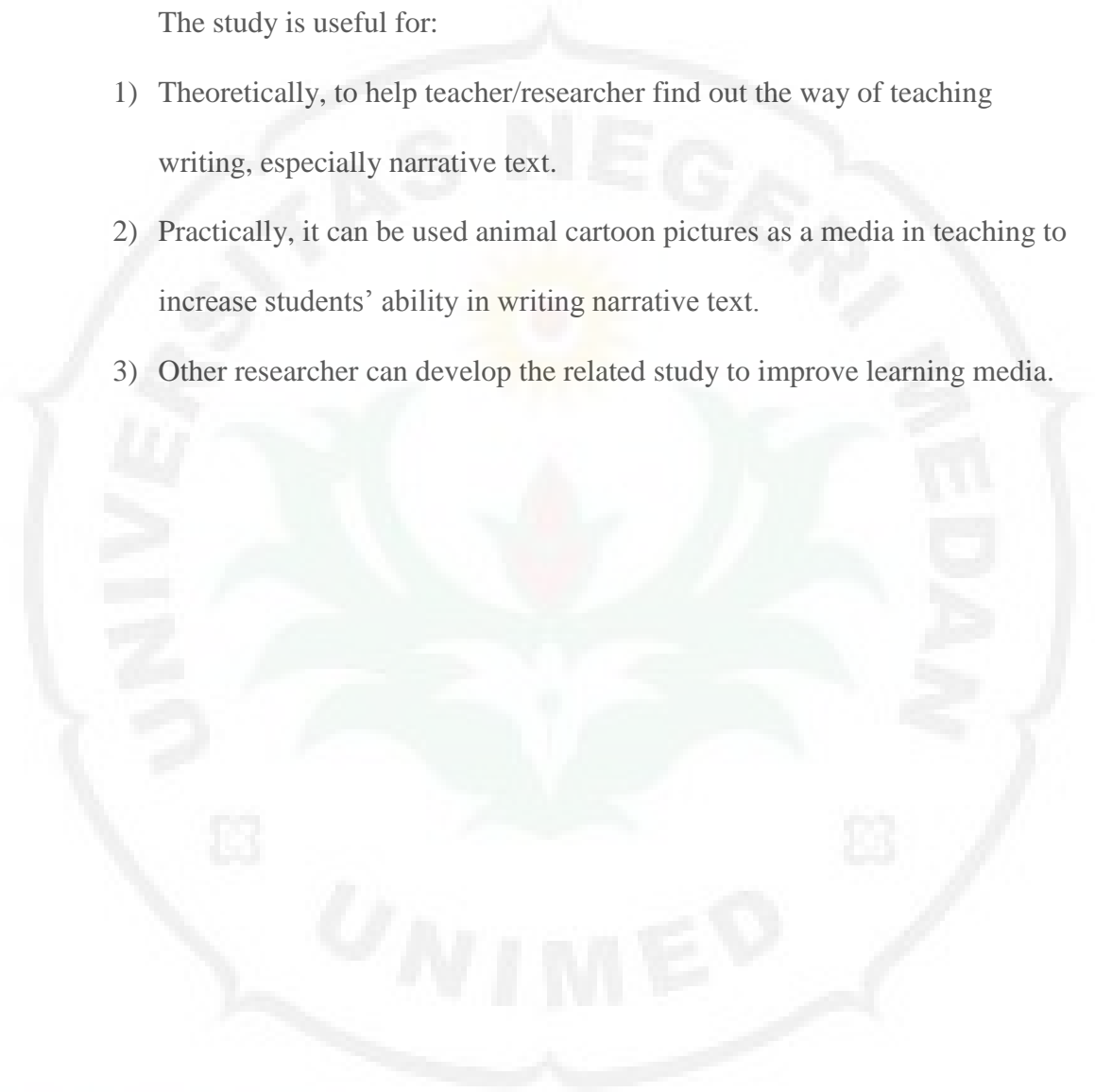
#### **D. The Scope of the Study**

There are four modes of writing; they are descriptive writing, narrating writing, and exposition writing and argumentative. The scope of the study was focused in writing narrative paragraph especially on fiction fable by applying animal cartoon pictures in teaching.

### **E. The Significance of the Study**

The study is useful for:

- 1) Theoretically, to help teacher/researcher find out the way of teaching writing, especially narrative text.
- 2) Practically, it can be used animal cartoon pictures as a media in teaching to increase students' ability in writing narrative text.
- 3) Other researcher can develop the related study to improve learning media.



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