

CHAPTER I

INTRODUCTION

A. The Background of Study

English as a global language in all over the world seems to be priority for people to learn. Nowadays, we live in era of globalization, full of challenges and competition among other people ether in or out of country. English is one of the most common languages use by people.

In learning English, there are four basic language skills that must be well master by the students. Namely speaking, reading,listening, and writing. In this research, the researcher focus on writing skill.

Writing refers to skill which should be mastered by the tenth grade students of senior high school. Writing is an important aspect in language teaching and learning in which teachers should continue developing ways in teaching writing so that students can improve and master their writing ability.

Writing is one of the most powerful communication tools (Level, 2004:3). Writing is a process that what we write is often heavily influenced by constraints of genre, and them these elements have to present in learning activity (Harmer, 2004:86). It is a process of putting ideas or thoughts into words which is combined into the form of paragraphs . In writing, ideas are arranged in series of sentences that are related to each other so the information can be comprehended.

Al-Jamal (2009) in her research found that the problem of the writing such as grammar is not good, they also do not enough vocabulary.

In the context of education, writing is very important for most of exams, whether they are testing foreign language abilities or other skills. However, most of the students consider that writing is the difficult language skill. The researcher could see the problem when she did the observation at SMA Swasta Imelda Ritonga Rantau Prapat. The researcher found the score of the students in writing is unsatisfied. It compares with the minimal mastery criteria (KKM). The minimal mastery criteria is 70 meanwhile most of the students only got score under 60 or failed.

It has been realized that writing skill is highly important. Moreover, it is important for the teacher to stimulate their students to be a creative person when they do the writing activity as writing is not only a matter of composing something but it is a form of thinking.

In this case, narrative text is chosen as the specific genre to teach because of its social function, its familiarity to students' life and experiences so the researcher hopes the students will be easier in writing their idea. Galvis (2015:45) suggests that narrative means of comprehension and expression of our experience over time, which can be found in every setting of human interaction. Herlina (2012) clarifies that narrative text related a serried of logically and chronologically related a key of comprehending narrative is a sense of plot, theme, characters, events, and how they relation.

Pictures series refers to learning media to overcome students' difficultness in improving their writing ability. The reason is because pictures series will

make writing class become more interesting, enjoyable, and effective for the students.

Zainatuddar (2015) in his research showed that by using pictures series the students were seen to be more active and creative in expressing their ideas. Media refers to the tool for teaching learning process. Media can support and affect the condition of teaching learning process. Wright (1989) also found that pictures series contributed to students' interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

Pictures series were effective because the students had motivation to increase their potential in writing narrative text after imagined the pictures. Galvis (2015: 46) in his research proved that pictures series to language teaching and learning had positive effects on the improvement of learners communicative skills.

Therefore, the researcher focused on pictures series media on students' achievement in writing narrative text.

B. The Problem of Study

Based on the background of study, the problem of this study was the formulated as follow:

“Does teaching writing by using pictures series significantly affect the students' achievement in writing narrative text?”

C. The Objective of Study

The objective of this study was to investigate the effect of applying pictures series on the students' achievement in writing narrative text.

D. The Scope of Study

In this study the researcher only focused on finding out the effect of pictures series on students' achievement in writing narrative text. There were two types of narrative texts used namely fiction and non-fiction.

E. The Significance of Study

The findings of this research were expected to be useful for:

1. Theoretically, the results of this research can be reference for other teachers so it can enlarge and develop their knowledge about teaching writing english by applying pictures series, especially writing narrative text.
2. Practically, for the teachers as an reference to use pictures series in teaching writing narrative text, for the other researchers who are interested in this research to give them information about pictures series, and for the students to increase their ability in writing narrative text by using pictures series.