

# CHAPTER I INTRODUCTION

## A. The Background of the Study

English is one of the most important languages in the world because it is used as an international language. People use English to face the globalization era that is why English becomes one of the languages that is needed to be taught in school. Since 1967, government has decided to include English lesson in curriculum and it is still applied in curriculum which is used today. English has been taught in some levels of education. But in fact, if we see the reality in our country, the progress of the students' ability in learning English at senior high school is not good enough that is why English in Indonesia is still used as foreign language.

There are four skills that should be mastered by students in learning English namely listening, speaking, reading and writing. Each skill has an important role to complete someone's ability in using language. Writing is one of the skills that must be taught to the students, as Harmer (2001:31) states that writing encourages students to focus on accurate language use because they think as they write. Writing motivates students to express their idea and feeling in the form of language that is why their ability in using language will be well influenced. But, in English class we often find the students who cannot write an English composition easily, they may have some difficulties in making good sentences and words order.

One kind of text that is taught in senior high school is procedure text. In curriculum 2013 syllabus students are expected to be able to analyze the social function, rhetorical structure and the grammatical form of procedure text and its context, students are also expected to be able to understand the purpose of the procedure text and able to produce it. As Dirgayasa(2012: 32) states that well-written procedures are typically solid, precise, factual, shorts, and to the point then a good procedure text also accurate, brief and readable but, they are not easy to achieve. Based on the writer's observation in SMA NEGERI 1 SIDAMANIK most of the students got many difficulties in writing procedure text especially in grammar, diction, and accurate steps order. They perhaps have ideas in their mind but they don't know how to organize or express them. Students' interest also becomes the problem in learning writing. The students cannot pay much attention and enthusiasm to do writing tasks.

Students' failures in writing also come from the teacher. Teacher cannot find the creative way to stimulate the students' interest in teaching and learning process. Teacher only does the custom way to teach, teacher only focuses on explaining the material through lecturing method without existing some tools or media that may support the process of learning and catch students' attention or interest. An instructional media can be used to motivate the students in their learning process.

A teaching media is able to carry message with an instructional purpose that facilitates communication. By using teaching media students are expected to be able to get learning experience concretely. There are some types of teaching

media, they are: audio, visual and audio visual. In this study the researcher will use visual media. The visual media includes blackboard, textbook, picture, chart, pocket chart, flash card etc. Using pictures is one of the solutions to overcome the problems. Gerngross (1992:3) states that the uses of pictures make communication in the foreign language class more alive, natural and stimulating. He recommended that pictures can be used to offer ideas to train language skill. On the other hand, the use of pictures can generate the productive skill namely speaking and writing skill.

According to Raimes (1983:27) pictures can be the basis for fairly mechanical controlled composition, sentence combining exercises, or sequencing of sentences, writing of original dialogues, letters, report or essay. Based on the opinions above using picture is necessary needed to help student in creating their creative handwriting. Picture will provide some more experience for the students when they are studying English.

Furthermore, Wright (1992:129) identifies some benefits of using pictures series in teaching, those are: picture can motivate students to speak or to write. Picture in the picture series with key words can create a context within which students with the information use it in controlled practiced work. Pictures showing objects, actions, events and relationship can cue answers to questions, substitutions, and sentence completion. They can support, stimulate, and possibly guide spoken and written description, narration or dialogue, and they can offer information for free speaking and writing, especially in recalling the vocabulary so that the students can express their ideas or opinions in sentences or paragraph

easily. Picture series with key words also helps students to find the accurate steps of procedure text they will write because they will write based on the sequence number of picture that they see and the key words will help them in vocabulary or diction problems.

Previous researcher Zaini (2011) states that there are some significant effects in increasing students' ability after using picture series in *MTsNW I KembangKerang, Lombok Timur* for class IX A. The result showed that by using picture series the students became more motivated, more interested and successfully affected the students' achievement in writing ability. Picture series with key words are able to help students to get experience and stimulate the students in recalling vocabularies to express their ideas or opinions to write sentence and paragraph even essay.

By considering explanations above and the previous research, the researcher decided to do a study about the effect of using picture series with key words as a media on students' achievement in writing procedure text.

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

In conducting a research, the problem of the study must be clearly stated so that the objective of the study and media used can be well determined. In line with the background, the problem of the study is formulated in the form of a question as follows:

“Does the using of Picture Series with key words significantly affect students’ writing procedure text?”

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

The objective of this study is to find out the significance effect by using picture series with key words as media on students’ achievement in writing procedure text for grade 11 SMA NEGERI 1 SIDAMANIK.

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

There are two kinds of procedure text, namely how to make something and how to operate something. This research basically limited in writing procedure text especially in making food by using picture series with key words as media which are proposed by Gerngross and Puchta (1992)

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

The findings of the study are expected to be useful and bring some significance. They are:

1. For English teachers, they can get the source to enlarge their knowledge in teaching writing procedure text.
2. For students, they can improve their skill and stimulate them to improve their writing procedure text ability.
3. For other researcher who is interested in getting prior information to do further related study to prove the using of this media with other participant.



4. As a source of information for the reader to use this media as the alternative way in learning English process.



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