

CHAPTER I INTRODUCTION

A. Background of the Study

There are four skills in English that have to be mastered by students in school, those are listening, speaking, reading, and writing. Writing is a productive skill in English subject, because it produces a thinking process of ideas, experiences and feelings in written form. Students need to get a lot of sources so that they can organize their ideas, experiences and feelings in written text well. There are some aspects that students should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary (Novita, 2014). One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help, perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, re-drafting, re-editing, and so on. This cannot be done in 15 minutes (Harmer, 2007).

The teachers should use appropriate or creative ways of teaching writing especially in Junior High School. They should put a big concern in making strategies in writing activities as well. However, there are still many teachers teach writing to students without creative ways and fun strategies, especially in teaching writing procedure text in Junior High School. If teachers teach with them especially in media, they will be easy to gain students' interest in class.

Students will not only give more interest in teaching learning process but also in the teachers' strategies. In procedure text, students will be taught how to arrange steps which have to be done in order to do something. In this case, teachers should help students to arrange their daily activities steps in effective way. They should motivate students, create the right conditions to produce bright ideas, convince them of the benefit of the activity, and encourage them to get a lot of benefits as well. But in reality, many teachers do not teach writing procedure text in class but still test it in exams. As a result, many students face disabilities in their writing, because lack of vocabulary, grammar, structure, and ways of composing sentences.

Teachers should make creative writing activities to engage students more active in learning process especially in writing procedure text. Pictures can provide stimulation for writing-habit activities (Harmer, 2007: 330). With pictures, students will get more information by observing and analyzing people, things, or steps from the pictures. In other word, pictures are the creative media for the creative writing activities that teachers should use in class, especially picture series. It is compatible with the procedure writing text; it can show some steps by the pictures that make learning process more fun. It can also foster student interest and can provide a link between the content of the material to the real world. (Arsyad, 2013:89).

After the researcher did a brief observation in Pahlawan Nasional Junior High School in Medan, the researcher found that students still use KTSP (Kurikulum Tingkat Satuan Pendidikan) as their curriculum. The syllabus contents of procedure text as students writing subject. The researcher also found some problems those are:

1. Teachers were lack of creating teaching media
2. Students were not interested in learning writing procedure text, they couldn't write procedure text grammatically as well, and they didn't understand the function of the text. As the result, when observation, the researcher found that 16 students from IX-1 (40 students) didn't pass KKM when the researcher gave a simple test to them. And 22 students from IX-2 (34 students) didn't pass KKM when the researcher gave a simple test either. The questions and the results can be seen in (Appendix D).

This is the basic reason why researcher is going to develop the Picture Series in students' books to be a better media. Finally, the researcher wrote this thesis which is related to the development of picture series as media in teaching writing procedure text for the third year of Pahlawan Nasional Junior High School with a big hope that students will learn more active and have a fun writing class.

A. Problem of the Study

From the background above, there is one main problem of this study that is how to develop picture series as a media for teaching writing procedure text a the third year of of Pahlawan Nasional Junior High School.

B. Objectives of the Study

The aim of this study is:

1. To develop Picture Series for teaching writing procedure text to the third year students in Pahlawan Nasional Junior High School.

C. The Scope of the Study

Related to the identification of the problem above, researcher limited some problems in this thesis. First, the researcher used procedure text in teaching writing. Second, the researcher focused on the students understanding of the communicative purposes, rhetorical structure, and grammatical patterns in writing procedure text. Third, the researcher also focused on cohesion and coherence. And the last, the researcher focused on the development of picture series whether it could attract students' interest, give additional creative media for teachers in Pahlawan Nasional Junior High School Medan.

D. The Significance of the Study

The significances of this study are:

1. For students, the research will give them a creative learning media that can help them in writing procedure text and increase their learning interest.
2. For teachers, the research will give them an additional creative media in teaching writing procedure text.
3. For public, the research will give them a new media for a possibility to reproduce it in a big scale.