CHAPTER I

INTRODUCTION

A. The Background of The Study

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background in science, business, technology, and education.

In Indonesia, English is implemented as a foreign language. Indonesia students learn English as a foreign language because it becomes a subject. Harmer (2007:19) explained that English foreign language described situations where students were learning English in order to use it with any other English speaker in the world. In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading and writing.

As stated before, the English foreign language students should learn the four skills. One of the two productive skills in learning English is writing. Writing skills have many important aspects in the world. Some people use writing for communication because people can interact with others not only by using spoken language but also the written language. The writing skill is needed in modern communication or high-technology. Then, the writing skill must be taught to and

learned by students from now on to face the competition with other people in this global era.

Dealing with written language, writing is the skill that is used to explore the idea and other communication activities. Writing is categorized as a productive skill. There are several kinds of genre in writing English texts that is taught in Indonesia; they are descriptive, recount, procedure, narrative, explanation, discussion, report, exposition, etc. Narrative text is a piece of text which tells a story. In addition, the purpose of narrative text is to entertain the audiences and readers with real experience or imagination. (Pardiyono, 2007:97).

Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills of writing influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily. It is related to Gumilang (2013) stated that one of ways to solve the problem in writing is by proposing a teaching media that is interesting, easy, effective, suitable and helpful to the students. Teaching media have a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used taeching media to facilitate the teacher and students' knowledge. In addition, teaching media must be suitable with the lesson plan that is used by teachers.

Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give intersting things to support students learning

activities, especially when teachers teach writing. The media, such as picture series, can be used as a guideline for students in complenting a task.

A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of media and other learning kits can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

Based on the observation on SMA Negeri 1 Besitang, not all the students were able to write narrative paragraph properly and in accordance with the existing elements in the narrative text. From 35 students in class X-MIA, there were 26 students or it was contained 75% of students who were unable to write a narrative paragraph. There are some problems occurred in writing process. Students have some some problems to find the idea in writing. Then, the students often made some mistakes in gramatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well.

Then, there are some problems found related to the learning materials which were provided by the teacher. The teacher used a coursebok in teaching writing and rarely used media. Furthermore, students had low motivation in composing a story. They also faced a problem of vocabulary mastery. The activity was done in an old fashioned way.

The focus of the research is that picture series as media in writing narrative text could give the students new feeling in learning writing. According to Maurer (2006) picture series is a series of picture that explains about the events in the

story. Picture series consist of a number of pictures which relate each other and they place in sequence. In writing, picture series is an important media and very useful. The students could feel interested and be more active when teachers teach writing. Thus, the media could motivate the students in learning writing skills.

According to Loukotkova (2009) there are some activities using picture such as picture card games, picture puzzle, flashcard, photograph and magazine pictures, wall charts, posters, blackboard drawing, word picture, picture coloring, etc. Picture puzzle is one media that the student can create and construct their knowledge through playing with piece or series of picture. The form of picture series will be puzzle. In each series of picture, it will be divided into some parts of puzzle in which the students have to make each series complete. Puzzle picture series gives some advantages in learning English activities. Because everybody likes to look at pictures and then the puzzle form is interesting.

Puzzle picture series is useful and helpful media that can be used by teachers who hard to find media in teaching English especially in teaching writing narrative text. Based on Sarinten (2010) who has conducted a research about picture series media and found that picture series media is very helpful both for teachers and students. It is said that picture series can stimulate and organize the way the students think and write narrative text easily. By puzzle picture series, their mind of organizing the story will be expected to enhence students' volition to write narrative text and then the writing process will be running well and the students also feel easier in learning English.

B. The Problem of The Study

Based on the identification of problem above, the problem of the study is:

1. How is puzzle picture series media developed for writing narrative text in the tenth grade students of SMA N 1 Besitang?

C. The Objective of the Study

In relation to the problem, the objective of the study is to develop puzzle picture series media in writing narrative text especially for the tenth grade students of SMA Negeri 1 Besitang.

D. The Scope of The Study

The scope of the study is to develop puzzle picture series media for writing narrative text. It will be applied for the first grade of senior high school of SMA Negeri 1 Besitang. Then the puzzle picture series based on Indonesian story will support media development in writing process. In other words, the study will be concentrated on the genre of narrative text.

E. The Significances of The Study

Findings of this study are expected to provide information which may have theoretical as well as practical in developing teaching media.

Theoretically, the findings of the study later will add some new theories and information in the area of developing puzzle picture series media in narrative text to teachers. The findings can motivate the students to be better on writing narrative text because there is picture series as media to help them in writing process. It means that, the media as the picture series can help the students to organize idea in writing.

Practically, the findings become source of reference for the English teachers especially in senior high school in their attempts to develop the media in learn English. In addition, this research can be a reference to the next researchers who want to conduct a research about developing teaching media for students.