

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In Competence Based Curriculum mentions that Standard Competence for ninth year student's competence of writing is to express a meaningful idea of rhetoric in the simple recount and narrative paragraphs. Every standard competence is developed in several basic competences. One of the basic competences is that the students can make a simple narrative paragraph. (Cahyono, 2009:90) In The Content Standard of 2006, states that the teaching of English in Junior High School is aimed to help students understand and create various kinds of short functional writings, monologs, and essays in the form of procedure, narrative, narrative, recount, and report writings. (Cahyono, 2009: 95).

Due to the importance of written language above, teaching English writing for English learner is needed. Wingard (1980:140), states that there are three main aspects of the teaching learning of writing namely: First, writing as a channel foreign language learning; it means that in teaching writing a teacher should involve other skill including listening, speaking, and reading. Second, writing as a goal of foreign language learning; it means that writing skill is developed to meet several needs such as note taking, summarizing, narrating, reporting, and replying required for various real-life situation. Ninth, writing with cohesion; it means that in writing a writing, it is essential to involve various linguistic features. This helps students to organize the arguments or ideas well.

Unfortunately, the teaching of writing is not much paid attention to English teaching in this Junior High School named MTs Daarul Muhsinin. Teaching writing has problem. The Teacher does not achieve the target of teaching as mentioned in Educational Unit Oriented Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan). The preliminary data which indicated the teaching process of writing is still low as shown in the following table :

Table 1. The Mean of Achievement in Writing Narrative of the Students of MTs Daarul Muhsinin Janjimanahan Kawat Kec. Bila Hulu Kab. Labuhanbatu

Students's Score				
No	Academic Year	Class IX		
		Lowest Score	Highest Score	Average
1	2009/2010	56	77	65
2	2010/2011	57	77	66
3	2011/2012	62	80	68

(Source : MTs Daarul Muhsinin, file)

From table 1 it is concluded that the students' achievement does not meet the criteria as in Kriteria Ketuntasan Minimal (KKM).

In the process of the teaching of writing, English as a Foreign Language students often gets difficulties, there are: First, what the student writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Second, there are many errors in vocabulary, grammar, and spelling. Ninth, the students have low motivation and are not interested in doing the task since the writing activities are not interesting. The last is the students also are not able to express their written ideas well. The students usually are asked to write

sentences and paragraphs without being given some clues so that it is difficult for them to express their idea on a piece of paper. Besides, the students have difficulty attelling their experience. For example: they can not write such simple composition in writing class.

This condition was happened by some factors. First, the limited use of fasilitation, materials of teaching, and the selection of teaching method. In teaching writing narrativewriting, some experts suggested that teacher should implement cooperative learning which can be implemented in teaching learning process. A wide variety of such techniques, called *cooperative learning methods*, has been evaluated in the school settings. (Slavin, 1983:431).

Cooperative learning is teaching method that gives ways to organize group work to enhance learning and increase academic achievement. The group in cooperative learning should be structured and organized well. Structuring and organizing group work are aimed to make the members of group interact each other. In addition, they will be motivated to increase each other's learning since they have responsibility toward their group and their selves. Jigsaw is advisable technique to be applied because the purpose of jigsaw is to develop team work and cooperative learning skill with in all students.

Jigsaw technique is one of cooperative learning that considered as the most flexible of the strategy. It can be implemented to teach any skills of language learning (involves speaking, reading, writing and listening) and any kinds of subject, such as mathematics, social, and science. (Lie, 2002:68).

Furthermore, this technique can also bemodified on the needs of the teaching and learning process, such as the jigsaw I and jigsaw II. It can also be used

extensively for ninth grade students in junior high school, particularly the ninth grade students of MTs Daarul Muhsinin Janjimanahan Kawat. Jigsaw is an efficient way of teaching material since it encourages listening, engagement, interaction, teaching and cooperation by giving each member of the group an essential part to play in the academic activity.

The teacher can apply jigsaw technique in teaching writing narrative writing. In applying jigsaw technique, the teacher can use any media. One of media is picture series. Picture series is used in this study because pictures have been considered as an effective media to express the ideas more live, natural, and more stimulated. (Puchta and Gergross, 1992:1). It is stated by Tinkerand McCullough as quoted by Indrawati; they state that picture series is one of visual aids which can be employed at all grade level to illustrate a new meaning, story concreteness, broaden experience, and clarify concepts.

In addition, media of picture series is one of media to help teachers and students in learning English, especially writing the narrative writing. Picture series is a series of pictures that related each other in accordance with the sequence of events. So the main function of the picture series is to tell a tale, story or events based on time sequence. Students will be very interested by using picture series and they will be better exploit each picture to shaped frame made of a narrative writing.

This kind of picture has a special form in which the events of the story continuously happen and drawin a picture set. Most of the students like to study something that they can imagine immediately. It makes them mor einterested and stimulated to explore and develop their ideas. Through picture series, the students

can determine their vocabularies which are relevant to the pictures. The relevant vocabularies are used to describe the picture in written language appropriately and accurately.

There are previous studies that concern with the use of picture series in teaching writing. First thesis is entitled "Using pictures increasing the students' ability to write narrative composition at SMA Parepare" by Asrifan (2007). In his thesis, he used an action research method. He used individual pictures in teaching narrative writing and he found that picture could motivated students in studying English and improve their writing ability. Second thesis is entitled, "The effect of teaching writing narration using series picture" by Intan (2009). In her thesis, she used a qualitative method and conducting data by doing experiment. She found that students who were taught by using picture series have a higher achievement than those who were not taught by using picture series.

Hopefully, the students of IX class can be motivated to write narrativewriting. Based on statements above, this study emphasizes on the implementation of picture series media to improve the ninth grade students' writing achievement in narrative writing.

1.2 The Problem Identification

Based on the background discussed above, the roots of the problems are identified as the following:

1.2.1 Why does teaching writing have a problem?

1.2.2 Why do the students get low score in writing narrative writing?

1.2.3 Why do the students never enjoy in writing narrative writing?

1.2.4 Why does the teacher never use a model in teaching writing narrative writing?

1.2.5 What is the interesting method in teaching writing narrative writing?

1.3 The Scope of the Study

This research is focused on the endeavor of improving narrative writing achievement of the ninth grade of MTs Daarul Muhsinin Janjimanahan Kawat by implementing Picture Series Media.

1.4 The Problems of the Study

The problem of study are formulated as the following:

1.4.1 How is the implementation of picture series media in teaching narrative writing at MTs Daarul Muhsinin Janjimanahan Kawat?

1.4.2 Does picture series media can improve the ninth grade students' writing achievement in narrative writing?

1.5 Research Objective

Based on the previous problems, the objectives of the research are :

1.5.1 Whether picture series media can improve students' achievement in narrative writing?

1.5.2 Whether the process of picture series media can improve students' achievement in narrative writing?

1.6 Research Significance

This research has practical and theoretical significances. Theoretically, this research will be expected to support the theory of picture series media improving the students' achievement in writing narrativewriting. Practically, this research will be expected to be useful for three parties, namely students, teacher, institution. The students will be helped to solve their problems in writing narrativewriting through picture series media. They can apply more appropriate learning process. The teacher will be given practical contribution of writing with a media of picture series in teaching of writing narrativewriting at the Junior High School. They can have a better methodology in teaching and propose more suitable curriculum based on the research. Also increase teacher's competency in solving learning problems particularly in Junior High School. The education institutions, this classroom action research is expected to develop professional – academic atmosphere in education department and school.