

CHAPTER I

INTRODUCTION

A. The Background of the Study

Communication is the activity of conveying meaningful information and ideas from one person to another. Wood (2009: 3) states that communication is a systemic process in which people interact with and through symbols to create and interpret meanings. Language is a tool of communication. In Indonesia English is a foreign language. Therefore, it really needs many concerns in teaching and learning English.

In learning English, there are four skills that should be mastered. They 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 (Syaputra, 2017).

Coffin et al, (2003) stated that students compose writing for a number of reasons such as to be assessed, to develop their critical thinking skills, to help their understanding and memory, to broaden their learning beyond the classroom, to enhance their communicative skills, and to be prepared as future professionals in different fields of knowledge. Therefore in mastering writing

skill is not easy. It takes many time to practice the writing skill. Thus, the students need the teacher's help in writing since the students should prepare time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then and the teacher will 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). Students are also getting confused to start their writing because they were not interested in writing.

Even though they have some ideas on their mind, but they do not know how to express the idea into a good composition. Leo et all (2007:13) shows that problems in writing are as follows : limited number of vocabulary 8%, difficulty in organizing ideas 16%, no ideas to write 20%, no motivation to write 20% and lack of confidence 36%.

In addition, in learning English there are some genre. One of them is procedural text. In procedural text, students will be taught how to arrange steps which have to be done in order to do something. The teachers should help the students to produce the procedural text by making the students are able to write the text based on the generic structures and language features of the text.

Based on that situation, the role of teacher is really needed. The way how teacher teaches will determine the ability of the students in mastering writing skill.

They should put a big concern in making strategies in writing activities as well. Then the teacher also should create high motivation toward the students in order that they are interested in learning procedural text and mastering writing skill itself.

However, there are still many teachers teach writing to students without creative ways and fun strategies, especially in teaching writing procedural text in Junior High School. Therefore, the students will be lack motivation. Whereas if teachers teach with them especially in media, they will be easy to gain students' interest in class.

After the researcher did observation when the researcher did PPL at SMP Swasta Angkasa Lanud Soewondo, the researcher found that the ability of 9th grade students in mastering writing procedural text is still low. There were some problems that they had such as the difficulties in generating ideas, lacking of vocabulary, and the difficulties in arranging the word into sentences and paragraph. Then, based on the researcher's observation the English teacher did not use any media or method to support the teaching and learning process. The teacher only used conventional teaching by asking the students answered the questions and write a new procedural text while the students still did not understand how to write procedural text.

Therefore, the researcher wants to develop English teaching media on writing procedural text to make the students are able to master writing procedural text because by using that media, the teaching and learning process will run better and will motivate the students to improve their ability since by

using the media will create an interesting class when they learnt writing procedural text it self. Therefore this study will relate to the development of English teaching media through picture series on writing procedural text for the 9th grade students at SMP Swasta Angkasa Lanud Soewondo with a big hope that students will learn more active and have a fun writing class.

B. The Problem of the Study

In line with the background of the study, the research problem is formulated as follows:

“How is English teaching media through picture series on writing procedural text for the 9th grade students at SMP Swasta Angkasa Lanud Soewondo developed?”

C. The Objective of the Study

In relation to the problem, the objective of this research is to develop English teaching media through picture series on writing procedural text for the 9th grade students at SMP Swasta Angkasa Lanud Soewondo.

D. The Scope of the Study

There are some genres of writing learnt in Junior High School such as narrative, procedural, recount, descriptive, etc. In this case, the research focuses on writing procedural text and develop English teaching media through picture series to teach writing skills on procedural text for ninth grade students.

Then the researcher will focus in developing the media for 9th grade students at SMP Swasta Angkasa Lanud Soewondo.

E. The Significance of the Study

Finding of this study were expected to be useful for teacher in teaching procedural text especially on fables which may have theoretical as well as practical value for English teacher.

1. The Theoretical Significances

The research is expected to provide benefits theoretically, at least be useful as contribution for education.

2. The Pracital Significances

a. English teachers to develop another creative media in writing procedural text.

b. English learners to apply their knowledge to write enjoyable by using Picture Series as a media and to enrich their vocabulary especially in writing procedural text.

c. Student, to give helping for student to be able writing procedural text using pictures media it can make them be easy to describe what the story about when they writing.

d. The readers who will conduct related research.