

# **CHAPTER I**

## **INTRODUCTION**

This chapter begins by outlining the background of the research. It then presents information about the research question, research objective, operational definition, and significance of the research.

### **1.1. Background of the Research**

Language is the main communication tool in human social life, both in the form of spoken, written, and certain signs or symbols. Without language, humans cannot communicate and interact with other humans. According to Wahyono (2006), language is the main medium of communication so the need for language is very important in social life. A person can convey information and messages to others by using language. Information and messages will be well received by the recipient if the intent and purpose are clearly stated.

Globalization is an era of mass change due to the influence of foreign cultures. Globalization affects all aspects of life, including language. Globally, the language used by all nations is English. Currently, many schools use English as the language of instruction and provide English lessons for their students more intensively. English is a subject that must be mastered by students starting from skills, listening, speaking, reading, and writing, of the four skills it is necessary to emphasize one of the skills in learning, namely writing skills. Bambang (2019) stated that the problems faced by students in writing were; students are less interested in expressing ideas and developing them in written form, students do

not understand writing according to good writing rules, lack of motivation in students in learning to write, less interesting methods used in conveying writing material.

Dwi Mulyani (2020) states that learning writing skills cannot run properly, students have not been able to write even though English is very simple. Dewi Mulyani (2020) also stated that the factor causing the low skills of students to understand English, namely an inappropriate learning model was the most dominant. Due to the lack of students' writing skill activities, the improvement of writing skills in English has not been maximized, to overcome this problem, educators must be able to use several learning models, especially in teaching writing.

Serial pictures can create a suggestive atmosphere of stimulus and as a bridge for students to be able to imagine a picture of the sequence of events based on the serial pictures given. Each picture is given a serial number according to the sequence of stories (Soeparno 1988, p.18). This series of pictures is very suitable to train students' skills, especially in writing. According to Hamalik (1996), media or teaching aids are tools that function very important in the ongoing learning process. Therefore, the use of image media in learning can help students understand the material being studied.

The success of using picture media can also be seen from the results of research conducted by La Ode Fendi Donga and Ader Laepe (2021) which proves that serial picture media has a positive effect on the ability to write recount text in English for X grade students of SMA DDI Kendari. After being analyzed, it can be seen from the results of the mean and standard deviation of the experimental

and control groups. From the table, students obtained the mean value of each control and experimental group, namely the pre-test was lower (4.82) than the post-test (5.56) and the pre-test was lower (4.91) than the post-test (6.85). These results can indicate that students are more interested in learning by using picture series media than verbal explanations. This study shows that there is a change in student achievement ability after treatment, namely 45%.

## **1.2 Research Question**

Based on the background of the research above, this study aims to determine whether there is a significant difference in the writing of students in class 2A as an experimental class and 2B as control class of MA Al-Hasan Tanggul before getting learning to use serial pictures and after getting learning using serial pictures?

## **1.3 Research Objectives**

Based on the research problem formulated above, this study aims to determine whether there is a significant difference in the writing of students in class 2A as an experimental class and 2B as a control class of MA Al-Hasan Tanggul before getting learning to use serial pictures and after getting learning using serial pictures.

## **1.4 Operational Definitions**

Two terms need to be defined operationally to give a clear picture of a variable.

### **1.4.1 Picture series**

Picture series serve as a suggestive atmosphere creator, stimulus, and at the same time a bridge for students to imagine or create a picture of events or events based on the theme. Students will see their ability to get ideas in the writing process before being given a series of pictures and after being given a series of pictures.

### **1.4.2 Content development in writing**

Content development in writing here is an idea generated in a text. Robinson (2021) greater effort at conceptualization lead learners to develop the L2 linguistic resources they have for expressing such conceptualization. The term conceptualization here is the same as idea generation.

## **1.5 Significance of the Research**

This research is expected to provide benefits for several parties including:

1. For the Development of Science

The results of this study are expected to add insight and as a reference for the development of science in the field of learning English regarding the application of models and writing for students.

## 2. For the Campus

This research is expected to provide additional information for the University in developing and considering the use of models in learning writing for English students.

## 3. For Further Researchers

The benefits of this research are expected to be able to contribute and as useful reference material as additional knowledge or as input for further research with similar topics.

### **1.6 Scope of The Research**

The focus of this research is to investigate the effect of picture series on students' English writing content. This study used students in grades 2A & 2B MA Al-Hasan Tanggul, Jl. Kh Hasan Basari no.01 Karanglo Tanggul Wetan, as the experimental class and the control class.