

CHAPTER 1

INTRODUCTION

This chapter discusses some issues related to the topics of the research. They are background, problem, objective, operational definition, significance, and scope of research.

1.1 Background of the Research

Nowdays in Indonesia, all of students from High school learns English as the foreign language. The purpose of learning English able to communicate in English both oral or written form. Especially in junior high school level, the students learn all English language skill like speaking, listening, reading and writing.

Writing is one of the four basic language skills that students from junior till senior high school have to learn. Baker (1987 : 1) stated that writing is the most important thing to do. Writing will help students in mastering the English completely. Before doing and making a good writing, the students need to get much information by listening to other people, doing discussion with others and reading more books. By writing, the students can deliver their messages to their readers.

To deliver the messages, the students have to produce a text by using English. They have to write about what they think in their mind and state it on a piece of paper by using a correct procedure.

Writing English has forms and rules that are not identical with the ones we use in conversation. Writing involves more than just producing words and sentences, but in

writing activity students be able to combine word and sentence grammatically into written text.

Based on curriculum which is recommended by the government , there are some texts which have to be mastered, one of them is descriptive text. descriptive text is a text that tells a series of event in temporal section. However, it is not easy to write descriptive text for students, especially the tenth grade students of MA. Darul Muhajirin because the students are still confused to describe something. Based on the writer's teaching experiences, the students do not know how to start writing and they cannot organize their ideas in order to create a good story, in this case the teacher who teach writing should be creative and should use suitable technique in teaching writing, especially writing descriptive text.

In fact, based on the preliminary study done by the researcher at MA Darul Muhajirin on the tenth grades, the researcher found that there were many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) that applied in the school, which is 70 especially in writing descriptive paragraph.

Based on data, it can be seen that 52% students had score under the minimal completeness criterion. It can be concluded that the students' achievement in writing descriptive paragraphs was still low. In addition, the researcher found that there were many factors that made students have problems in learning writing skill. More of the students had lack of ability in conveying the idea. The students were unmotivated, bored, and hard to understand in learning descriptive

paragraphs. They also could not describe the things, qualities and characteristic in a systematic order.

There are so many techniques or strategy that can be applied in teaching writing descriptive text in order to make students easier in creating it. One of those strategy that can be used to teach descriptive text is using picture sequences. A picture can support for not just one task but many, sentence combining exercise or sequencing of sentence to the writing of dialog, letters, reports or essay. As stated by Richard (2002 : 303)“ Writing is the most difficult skill for second language learner to master of putting together string of grammatically correct sentence”. Therefore by using picture sequences, the students will not find a difficulty to write and explore their ideas because what they will write is focused on the pictures. Picture sequences have a lot of fun and can be adapted to a variety of writing types.

The result from several previous of studies that the average students tend to prefer writing with visual aids rather than just write without anything they see. Based on the assumption above it is expected that picture sequences can improve students writing of descriptive text.

1.2 Problem of the Research

Based on the background above the problem can be formulated as follow:
“How can the use of sequenced picture improve students writing ability?”

1.3 Objective of the Research

The objective of the research is to find out how the implementation of sequenced pictures can improve students ability in writing.

1.4 Operational Definition of the Term

1. Sequenced Picture

Sequenced picture is a series of photographs dealing with one subject. It may tell a story, present event, describe a scene, reveal a person, or show how to do something. In this step the teacher prepared some pictures and ask the students to choose one of those pictures, after choosing the picture the teacher ask the students to describe about that picture. In this research, teacher might find that the first step of arranging the words in weird and unusual ways.

2. Writing Ability

Writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.

1.5 Significance of the Research

It is expected that the results of the research give important benefits to the following people.

a. The English Teacher

The result of this research may provide beneficial teaching input for the teacher to apply a sufficient teaching technique to improve the students' skill in writing, such as sequenced picture that useful to help students to be active to solve their problem.

b. The Students

Hopefully, the result is useful to motivate the students to tackle, solve their problems and improve their skill in writing

c. The Other Research

The result of this research is hopefully used for other researchers as information or a reference to conduct further researcher with different research design or the same design with different text types to increase the students' writing skill through sequenced picture in teaching.

1.6 Scope of the Research

The respondent of this research is the tenth grade students at MA Darul Muhajirin. The researcher use sequenced picture as the teaching material of writing test. The researcher used classroom action research to know whether the use of sequenced picture in teaching writing can improves the tenth grade students writing ability.

