

CHAPTER 1

INTRODUCTION

This chapter discuss about background of the research, research question and hypothesis, the aim of the study, benefit, limitation of the study, definition of key term, and Organization of the Study.

A. Background of The Research

Writing is complex process of communication in which the writer needs to have both knowledge of language and knowledge of formulating ideas. According to Alwasilah (2007) writing is the most difficult skill in learning EFL. In writing, the students have to consider some rules to create a better text. Langan (2008) argues that “writing is a skill, not a natural gift. It is a skill like, typing, or cooking; and, like any skills, it can be learned and practiced”. It means that writing skill is not a natural talent possessed by everyone; therefore, it is needed much work hard and practice continuously in learning this skill.

Considering the complicated process faced by students, writing is considered as the most boring language activity to do in the class. Writing is a weird activity for students because they seldom write even in their own language. It is hard form them to start writing. The main reason which causes that problem is teachers still do not know how to create attractive and effective and effective ways in teaching writing. Consequently, students do not have any clue when they

are asked to compose a text. Enjoyable teaching-learning process will occur when students are interested in the materials. So, teachers should do their role as facilitator in which they need to prepare the fun and easy way in delivering the materials (Brown, 2001). The use of media such as a picture is one of ways in creating the fun and enjoyable learning.

Pictures can be tools or media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing things in the pictures without teacher's explanation. Pictures also help the students to communicate or explain the events in the pictures. According to Raimes (1938), pictures can be valuable resources for teaching writing. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities.

One of media on picture that can be used to learning writing is picture. The use of pictures for teaching writing procedure text can make students interested in the teaching and learning process. Picture is flexible media to teach English because; it can't be separated from other media. By using picture, students can see object, and they will be able to describe more accurate and they can express imagination, feeling and mind in written form.

The study will be focused on writing a procedure text which one of the materials in English lesson for SMP/MTs especially on the First year students. Procedure is one of text that is to help the readers how to do, use, or make something completely. Sometimes, the students create the procedure text without

care about the generic structure specifically. They also get problem in using imperative verb and temporal conjunction. So, the result of learning procedure text is not optimal.

Finally, based on the writer experiment and observation, the writer chooses SMPN 1 Pandeglang to conduct the research. I would like to take this school because most of learners at SMPN 1 Pandeglang. They are focus on the learn English especially writing. To solve the problem, the writer chooses the title to help the learners ““Teaching Writing Procedure Text Through Picture Series”” (Quasi-Experiment at class 1 Students of SMPN1 Pandeglang)

B. Research questions and Hypothesis

1. Research question

Is picture series able to improve students' ability in writing procedure text?

2. Hypothesis

The research used null hypothesis (Ho) which means that there is no improvement of using picture series in students' writing skill.

C. The Objective of The Research

This research is aimed to examine whether picture series is able to improve students' writing skills.

D. Limitation of The Research

A limitation for the scope of the study is about writing procedure skill. The research limited by for the first years at SMPN 1 Pandeglang. The class is VII.A and VII.B in order to mastering writing skill especially for their grammar and vocabulary in teaching writing to improve students' writing ability on procedure text. It will be know when we use pre-test and post-test.

E. Significance of The Research

1. Pedagogical

This research is expected to help teachers to choose the effective technique in teaching English for seventh grade student and help teachers to increase the classroom activity more interesting and including students' participation.

2. Theoretical

This research is expected to increase teachers' knowledge about the picture series.

3. Practical

This research is expected to provide the opportunity to the seventh grade students' participate and more active during the learning activity.

F. Definition of Key Term

1. **Writing** is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussing activities. (Harmer, 2007)
2. **Procedure text** is a text that is designed to describe how something is achieved through a sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, using atm machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.
3. **Picture series** According to Harmer (2004) states that picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Furthermore, when they look at the picture, each students will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2003) argues that picture offers a non-verbal means to stimulate writer response. It means that by giving students picture, it is easier for them to get ideas.

G. The Organization of the Study

This thesis consists of five chapters:

CHAPTER 1 INTRODUCTION

That Chapter the background of study, the problem of the study, the aim of study, the limitation, the significant of the study, the research question and hypothesis, operational definition, the scope of study, and the organization of study;

CHAPTER II: LITERATURE REVIEW

This Chapter will explain about literature preview consists of some theoretical background which widely of accepted belief and previous studies;

CHAPTER III RESEARCH METHODS

This Chapter is about methodology that consists of the location of the research, populations of sample, the research methodology;

CHAPTER IV FINDINGS AND DISCUSSION

This Chapter is about findings and discussions this chapter the writer describes and discusses the data of the research findings.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This Chapter is consists of conclusion and suggestion.