

CHAPTER I

INTRODUCTION

A. Background of Study

Language is used as a means of communication in society. By language people are able to obtain a lot of knowledge and experience. Language can be regarded as one of the human characteristics, so only human being speaks a language. Therefore, the language is really important for human being.

In Indonesia, the Department of National Education has decided that English is taught by teachers as a subject not only in Junior High School, Senior High School but also in University. This phenomenon shows the awareness of people to learn English. Besides that, English as an international language has a very important role as the language of science, technology and international communication. It is crucial to be mastered by any people in the world. In order to be able to communicate globally, English is important to learn by students.

The Qur'an also stated in Ar Ruum verse 22 as follows:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاجْتِزَاءِ السِّنِّكُمْ وَالْوَانِكُمْ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِلْعَالَمِينَ ﴿٢٢﴾

This verse shows the greatness of Allah who created the earth and language, and by using language people can know each other. Thus, it is impossible that Islam being the cause of backwards, that Islam forbid the Moslems to learn English whose position as an international language. The development of science and technology is mostly transferred through English. It gives many benefits and also feedback for us. So, the government hopes that through mastering English, the students can acquire science and technology.

In learning English, there are four language skills. They are listening, reading, speaking and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language. Speaking and writing belong to productive skills in which the language users require the ability produce the language both spoken and written (Harmer, 1983, p. 44)

Based on curriculum KTSP, all skills in teaching and learning English are integrated, and they must be learnt and taught by students and teacher, including writing skill. Realized that teaching English especially writing skill is very important to be learnt by students, and teacher has to formulate the method and choose the use of good media to help them in teaching writing. Writing has important role for students to learn English. Writing involves language components such as grammar, vocabulary and pronunciation. In the world of education, writing is an important thing for students.

However, writing skill is more complicated than other skills in English language. Writing skill does not only talk about grammar and vocabulary but also of conceptual and judgment elements. Because of difficulties, some efforts have been done to solve the problems and to find the ways in order to writing becomes easier and interesting to learn for students. In the Holy Qur'an, Allah has stated in Surah Al-Alaq 4 – 5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The word “Qalam” in verse 4 of Surah Al-Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.

Based on that verse, Allah SWT explained that He taught human being by pen (Qalam). Discovery of pen and writing was the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important role.

The writer chooses writing skill for this research, because writing is productive skill. As foreign language learners, the students should be able to organize ideas, to clarify the concepts and to absorb the process of information. It makes the students more active rather than passive receivers of information. The students are required to write effectively and producing good sentences, paragraphs and even good text.

There are some problems that make students find it difficult to write a procedure text. The first problem is how to get the ideas. Most of them, particularly Junior High School students do not have idea when they are asked to write, so the students do not know what the students are going to write. Writing makes them bored because they spend much time to imagine and to think about what the students are going to write. However it is known that idea is one of the important aspects and a key to produce a good writing. Without ideas, students cannot write anything in a text.

Another problem of students in writing procedure text is that the students do not know how to arrange their ideas. The students do not know how to start writing, to arrange each sentence and to develop them to become a good text. However, organizing ideas is important too besides getting the ideas. The reason is that, a good organizing in writing can make the reader easily to understand about the writing.

To make the teacher easy to teach writing of procedure text, the teacher should explains the purposes of the text, the teacher explains about generic structures and generic features. The teacher should give the example of sentences in paragraph about procedure text. One of the effective ways considered effective in teaching writing is that using instructional media, because they can motivate students in learning English.

Writing is one of the skills in English which should be well mastered by the students who want to increase skills in English. Writing is

simply too complex and too unwieldy an activity to be taught from a text book. The teacher must be able to handle the English so that the students could study the subject easily and most of the students in junior high school get some difficulties in learning writing. So, in applying the activity the teachers should be able to select the appropriate media and material in order to get comprehension. One of the media which can be used to make student interest in teaching learning activity is a picture. Picture series is a media that can be used to teach writing procedure text.

By using instructional media, student is expected to be able to get learning experience concretely, and they can be more active in the teaching and learning process. Pictures are media for them; media used to present materials and to develop the students' interest in learning process. Thus, the students could study easily. However, the pictures can help them to create handwriting orderly and finally help them easily to write procedure text.

In reality, when the writer observed at SMPN 33 Banjarmasin, some students have difficulties in learning writing. Some factors may cause them difficult in learning writing, like limitation of time. So the teacher do not give them the materials optimally, large number of students in the classroom, and the influence of the first language in their writing skill. Besides, the lack of writing activities at school is blamed as the main factor of the low standard of curriculum expectation. Also irrelevant topic, stated, ideas are not well organized, unclear ideas and sentences, and low

motivations were other problems faced by students. As a result, students assume that writing is boring to be learned, so it makes them dislike joining the writing subject.

To make students enjoy in writing activity, teacher should provide materials in the form of procedure text and ask them doing more practice. Some other ways to solve those problems are those relating to applying various methods and using various kinds of media in teaching. By using appropriate and interesting media in the process of teaching and learning English in class, it is expected learners will be easy in receiving writing materials from teachers. There are many kinds of media that can be used by the teacher in writing procedure text to Junior High School students. One of them is by using picture series.

In this “skripsi”, the writer will focus on the picture series as a visual aid in writing procedure text. Based on those explanations above, this research has been set to find out the students’ mastery in writing procedure text through picture series. Therefore, the writer chooses the topic **“The Eighth Grade Students’ Mastery in Writing Procedure Text through Picture Series at SMPN 33 Banjarmasin in Academic Year 2013/2014”**.

B. Statements of the Problem

This study basically wants to know the students’ mastery and their difficulties in writing procedure texts through picture series at SMPN 33 Banjarmasin. To see it, the writer then makes two reserach questions as

follows:

1. How is the students' mastery in writing procedure texts through picture series at the eighth grade students of SMPN 33 Banjarmasin in academic year 2013/2014?
2. What are the students' difficulties in writing procedure text through picture series at the eighth grade students of SMPN 33 Banjarmasin in academic year 2013/2014?

C. Objectives of Study

Based on the problem above, the objectives of this research are as follows:

1. To know the students' mastery in writing procedure text through picture series at the eighth grade students of SMPN 33 Banjarmasin in academic year 2013/2014.
2. To find out the students' difficulties in writing procedure texts through picture series at the eighth grade students of SMPN 33 Banjarmasin in academic year 2013/2014.

D. Significance of Study

The result of this research is expected to contribute to English learners, teachers and schools as follows:

1. For the teachers

Having understood the result of the research, the teachers are then expected to apply picture series technique or other techniques in teaching writing.

2. For the students

The students are expected to be more active and creative to improve their quality in learning English in general and writing in particular.

3. For schools

The benefit of the research for schools, it can facilitate the teachers and students to increase the students' achievement and to develop learning strategies which stimulate students' creativity in writing.

E. Definition of Key Terms

There are some terms are used in this research. In order to avoid misinterpretation of them, they are defined as follows:

1. Students are persons who are studying at a college (Bull, 2008, p. 441). Students are persons, who are studying at a college or university, persons who are studying at Secondary School or any person interested in a particular subject (Oxford Dictionary, p. 1187). The meaning of students here are eighth grade students who learn at SMPN 33 Banjarmasin.
2. Mastery is great skill or knowledge (Bull, 2010, p. 271). Mastery is to gain complete knowledge or skill in something, to gain control of something, able to control other; dominating, very skillful, great skill (Evison, 2005, p 721). In this thesis, mastery means the students ability in writing procedure text through picture series at the eighth grade students of SMPN 33 Banjarmasin in Academic Year 2013/2014.

3. Writing is the representation of spoken language. Written language is almost the same as spoken language; the differences are that performance of written language is conveyed in graphic (Brown, 2001, p. 335). Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned other skills. What the writer means by writing here is the subject relating to the activity to write English procedure texts through picture series.
4. Procedure text is a piece of text that tells the reader or listener how to do something” (Anderson and Kathy, 1998, p. 2). It means that procedure is describing how something is achieved through a sequence of actions or steps. It explains how people perform different processes in sequence of steps. It consists of three main parts, namely goal (aim), materials, and steps (methods).
5. Picture series is visual media that is containing a series of pictures, where one picture relates to another to describe something (Rahmawatiningsih, 2008, p. 5). The picture series here means pictures drawn on a paper with a sequence of events, so students will lead to develop their idea and to write the procedures orderly.

F. Organization of Writing

This thesis consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of background of study, statement of problems, objectives of study, significance of study, definition of key terms and organization of writing.

The second chapter consists of theoretical review on related subject consisting of definition of writing, the purposes of writing, the forms and types of writing, writing process, pictures for teaching English, text for teaching writing, procedure text, and the difficulties of students' in learning writing.

The third chapter contains methods of research consisting of research design, research setting, subject and object of the research, research instrument, data and sources of data, data collection procedure and data analysis procedure.

The fourth chapter contains of finding and discussion consisting of data presentation about students' mastery and students' difficulties in writing procedure text through picture series.

The fifth chapter contains closure consisting of conclusion and suggestion.