

CHAPTER I

INTRODUCTION

Basic Consideration

Principally, people use language to communicate. Language becomes a media to convey messages from one person to another. However, the communication can be made orally or in writing. Oral communication can be a conversation between people in a local area or distance. Further, people can also communicate their idea in written form. The product of writing can be a paragraph, essay, journal, and book; both fiction and academic writing. Writing is speaking to other in paper or computer screen. Furthermore, writing is also an action or a process of discussing and organizing ideas and putting them on the paper, resolving and revise them (Mayer, 2005 p. 2). Thus, it needs some steps from gaining idea until it becomes writing product.

Writing becomes an English skill that includes in Indonesian education curriculum. Writing is taught from junior high school until senior high school. However, the writing materials are appropriated with the level of education. In junior high school, for example, the materials are only about identifying the characteristic of monologue text. It is include in identifying generic structure, completing the text, or arrange words into good phrases. They also start to write the short functional text such as invitations, announcement or advertisement.

While in the junior high school, the writing materials are more complex. The materials are not only about identifying generic structure and language

feature but also composing a monologue text. The text monologues which have been taught are related to the curriculum of education. Kurikulum Tingkat Satuan Pendidikan showed that there is several text types in junior high school syllabus for instance descriptive, procedure, recount, narrative and report. Those texts are taught in all grades and it is divided according to each learning basic competence.

Narrative is one of text types, which taught both in Junior and Senior High school. Narrative is a text focusing specific participants. Narrative text purposed to amuse or entertain. In addition, it deals with imaginative experiences in different ways (Sudarwati, 2007 p.74). Narrative is categorized in fiction writing because narrative story is about fairy tale, legend, and fable. The generic structure of narrative includes orientation, complication and resolution. Orientation means the introduction of character and settings, complication tells about the main characters' problem and resolution become the conclusion or the way of solving problems in the story.

Relating to teaching writing to the students, especially narrative text, teachers should prepare a technique or learning media. It is aimed to motivate students and get their attention during the teaching activity. Students sometimes get boring if the teacher only give them text to be read, analysis the characteristic and ask them to re-write. The using of media, for example, hopefully can increase students' interest and motivate them to compose a good writing. Moreover, the using of media as supporting learning tolls can improve students' ability in writing. It had already proven in several studies about improving students' writing ability by using certain learning media.

In this case, teaching writing can use both visual and audio-visual media. Visual media can be pictures and audio-visual media are film or video. Mostly, teachers prefer to use visual media because they only need to prepare a picture, poster, or flash card. For example, in teaching writing narrative, teachers can use series picture to help students in composing a story. By using this media, hopefully, it can be the way in enriching their idea, guiding it to make a story and finally the students can produce a good writing.

Based on the previous explanation, I interested to make a study about the influence of using media especially picture-series towards students ability in writing narrative text. In this case, I found out the role of picture-series in motivating students to follow the writing materials and how is the impact of using series picture for their writing product. Thus, I conducted a research with the title *“The Application of Series Picture to Increase Students’ Ability in Writing Narrative Text”*

Problem Statement

The problem statement of this research is formulated as “Can the application of series picture increase students’ ability in writing narrative text?”

Objective of Study

The objective of this research is to find out whether the application series picture increase students’ ability in writing narrative or not.

The Scope of Study

This research is limited in discussing about the using of series picture in writing. In this case, there are many text types in writing therefore I focused this study in *narrative* text.

Limitation of Study

There are some limitations which were done in conducting this research. Firstly, in the research instrument, I took several titles that were same in pre-test, treatments, and post-test. However, it gave impression that the instrument was unreliable. Therefore, it could be a lesson in developing how to measure validity and reliability testing for essay test. Further, in taking sample of this research, the numbers of students were only 22 students and it was amount of students in second grade. The less number of sample was also became the limitation of this research.

Significance of Study

This research gave information to the teachers about the using of picture-series as a media that can be applied in teaching and learning activity. Further, it informed to the teachers of the advantage of using picture-series to improve students' writing ability especially in narrative text.

In addition, this research helped the students who found difficulties in composing writing. They can try to use this media to overcome their problems and hopefully it can be applied in other English skill besides writing.