

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Language is fundamental communication medium in human's life. People use language to convey a message to each other in the process of interaction. English as a dominating global language is widely utilized for communication among people all over the world. As a global communication tools, it has essential component in many fields including in commerce, research, technology, business, government, economy, and education. Unlike most of the countries that considering English as a second language, Indonesia is considering English as a foreign language. According to Mandasari and Oktaviani (2018), English is learned as a foreign language because the locals do not utilize English to communicate in daily conversation. Most of the times, English is only utilized by the people who are working in several fields such as in foreign companies or foreign offices.

Although English has no wide use to communicate in daily interaction, the government still aware about the essential roles of English as the most spoken language in the world. The government put English as the school subject in every level from elementary to tertiary level. Learning English formally in school help the students to acquire the English language skills intensively. According to Kumar (2021) mentioned that the indicator of successful foreign language teaching in senior high school is the student's communication skills whether in spoken or written language. To achieve this goal, students are required to learn the four basic

skills such as listening, speaking, reading, and writing (Ambarwati and Mandasari, 2020). The combination of those four basic skills can enhance students' communication skills. On the other words, when the students mastering the four basic skills, they reach the target of foreign language learning in senior high school. Writing is one of the most essential skills that must be mastered by the students. In this globalization era, the students must be prepared to have good writing skill. It beneficial for them, whether for occupational or academic purposes. Good writing skills is needed to create a job application, business letter, essay, research article, and the other written forms that important in the workplace or academic field.

The benefits of writing skills related to the natural function of writing itself. Writing is a tool to articulate someone's thoughts, perspectives, and emotions through written language (Putri and Aminatun, 2018). The product of writing itself involves the process of transforming thought into written language. Learning how to write help the students to share thoughts to others, get knowledge of effective writing, and express their ideas properly. In order to create a good writing, students must learn how to deliver and organize their ideas into written forms that understandable to the reader. Writing is one of the complex skills taught in school. The complexity of writing requires students to have knowledge of some important elements in writing. The students need to comprehend elements of writing such as content, language use, vocabulary, basic mechanics, and organization. By having an understanding of the elements of writing get the students to express the content of their writing into a good composition.

Writing is not an ability that is acquired instantly and quickly, the students need some process to develop their writing skills (Mauludin, 2018). In this case, it is necessary for the teacher to help the students to deal with the challenges in mastering writing skills. The teacher has important roles related to students' development in learning writing. The basic role of the teacher is monitoring the condition of the learning environment. Learning environment can affect the student's outcomes in learning writing. The teacher can enhance students learning outcomes in writing by improving the quality of learning environment to be more effective. Besides that, the teacher must apply teaching strategies that adaptable to be implemented in the classroom. Teacher strategies must provide ample incentives to make the students actively participate in the learning process (Wahyudin and Sari, 2018). The teacher needs to use the strategies that make the students excited to practicing their writing skills. The more students are given the chance to practicing their writing skills, the more chance they are gotten to improve their skills in writing.

In performing the duties in teaching writing, the teachers need to use learning media that can help them in the class. The use of media is one of the many factors that can ensure the success of language teaching. By using an appropriate learning media, the teacher can facilitate students to experience learning in easier ways (Aminatun and Oktaviani, 2019). When the students have better learning experience, the teacher will be easier to encourage the students to participate in the learning process. The teaching process would be more effective if the students delighted during learning because they felt attracted to the lessons they received.

However, after the researcher conducted pre-observation at SMA Negeri 1 Adiluwih, the researcher found that the teacher was not using media in teaching writing. The teacher was using more verbal communication and the textbook to explain the material to the students. As the result, the students got less interest in learning writing, some students paid less attention in class when the teacher given the instructions to write. According to Pratama and Hartono (2020) mentioned that students' interest and motivation in learning writing can affect the students' writing proficiency. It is obvious that students' interest is an important factor to make the students become actively engage and focus on the learning process. There are many reasons why the students got less interest when the teacher asked them to compose writing, but the most common reason because the process of writing that is not fun or enjoyable (Aulianisa, 2019). When the students felt writing is not fun, it is difficult for the teacher to develop students' enthusiasm to learn writing. Besides that, for the students felt the task to produce writing can be so overwhelming, it prevents them from starting to write. Most of them did not know how to transfer their idea in the written forms, they only can write a short sentence due to the lack of vocabulary to express their idea. Student's ability to vary the phrasing and use alternate terms can result in a more interesting writing. Lack of vocabulary prevent students to create more interesting sentences and avoid repetition of the same words.

By considering the condition of the learning environment, and students need in the writing class, the researcher concluded that the teacher needs to use a learning media to increase students' writing skills so that learning goals can be reached

optimally. One of the media that can be the most effective tools in teaching writing is picture series. The combination of picture and color in the picture series attracts students' attention in the lesson. It makes the students become more curious and excited to receive the materials. Additionally, picture series can be an excellent media for the students to start get idea for their writing. This statement in line with Prasetyawati and Ardi, (2020) who mentioned that the picture can stimulate students to get inspirations to write. Picture series is providing information about the illustration of an object, and certain events. It accomplishes the objectives of the narrative material is involved. The students do not need to imagine too long to figure out the events of the story because the idea got clearer in less time when they look at the picture. Moreover, in writing narrative texts, the topic and the plot of the story must be arranged in chronological order. Picture series helps the students in building a chronological story by serving a sequence picture related to the topic of the story. This is supported by Apsari (2017) who stated that the purpose of picture series is to convey a sequence of events. The picture series serve the students with the guideline to assist them in organizing the story.

Based on the explanation above, we know that teaching writing by using media is very important to build an effective and interesting learning environment for students. Therefore, the researcher was proposed picture series to be an alternative media in teaching writing for the tenth grade at SMA Negeri 1 Adiluwih and carried out the current research entitled "The Implementation of Picture Series in Teaching Writing to Tenth Grade Students at SMA Negri 1 Adiluwih."

## **1.2 Research Question**

Regarding the background above, the researcher concerned with the following question:

Is there any significant improvement on students' writing skill after the implementation of picture series in teaching writing to tenth-grade students at SMA Negeri 1 Adiluwih?

## **1.3 Research Objective**

Based on the formation of the research question above, the researcher formulated the objective of the study as follows:

To find out whether the implementation of picture series improve the students' writing skill significantly at SMA Negeri 1 Adiluwih.

## **1.4 Uses of the Study**

The results of this study were expected to be used theoretically and practically:

### **1. Theoretically**

The findings of this research hopefully can be beneficial in English teaching and learning especially in teaching writing. Besides, the findings hopefully can contribute to the validation of the existence of theory related to teaching and learning writing by using picture series. In addition, the researcher hopes the findings can provide the readers with fresh knowledge, understanding, and insights about the order of picture series.

### **2. Practically**

a) For the students

The findings of this study hopefully can assist the students in choosing the best media to facilitate them in acquiring writing skill.

b) For the teachers

The findings of this study hopefully can be a source to improve the quality of English teaching process. Moreover, the findings of this study hopefully can be consideration for the teachers identifying learning media that interesting to teach. In addition, this study hopefully can assist teachers in monitoring the outcomes of writing instruction for students.

c) For the other researchers

The findings of this study hopefully will give new insight for the other researcher in conducting the future research, specifically the research related to the utilization of picture series as media in teaching writing.

### **1.5 Scope of the Study**

This study focused on the implementation of picture series. With a more specific focus, this study was conducted to find out whether the implementation of picture series improve the students' writing skill significantly at SMA Negeri 1 Adiluwih. The participants for this study were taken from tenth-grade students at SMA Negeri 1 Adiluwih. The researcher took only one class as the sample in this study. The researcher observed X MIPA 1, involving 30 students. The study was carried out in the even semester of the 2021/2022 academic year. In collecting the data, the researcher used written tests in both pre-test and post-test.