

Chapter One

Introduction

This chapter presents some aspects that are related to the topic of the research. It includes background of the study, identification of the problem, delimitation of the problem, purpose of the research, research questions, and significance of the research and the last is outline of the research.

Background of the study

Writing is one of the important skills in learning the foreign language and also one of the ways people used to communicate. People can use writing to inform the information to others. Writing is a primary aspect in representing the understanding of the context. As a productive skill, it can help students to participate effectively in communication. Palpadan, et al: s opinion (2015) stated that writing skill can help students at later stages of education especially in the higher level as well as professional life. Writing skill in the learning process can help students to get a higher level, and help the students in doing a communication each other.

Furthermore, writing is not a simple skill that is easy to master. It is because writing is related with the organizing ideas, grammar used, and also vocabulary used (Richards and Renandya, 2002). For instance, in students' writing activity, students' sometimes feel difficult in starting their writing. It is line with Pertiwi (2016) states that some of students are difficult in writing. Pertiwi (2016) said that most of students' difficult in organizing, incorrect grammar, unstructured grammar, capitalization and punctuation used.

In helping students writing to organize and build their ideas, many teachers are using media in teaching writing process. In teaching and learning process media help in delivering the content to learner (Naz,2010). Most of the teacher usually used media in teaching writing process such as audio media and visual media.

Visual media are consists of puppet, puzzle, and picture. Picture is a kind of visual aid in teaching learning process (Arsyad, 2006). Picture can increase students writing activity (Novita, 2011). Picture also can guide students writing activity (Sadiman, 2005). Picture is easy to find in some books, newspaper, magazine and other similarity kind. Furthermore, picture is also appropriate in teaching effectively in listening, reading, writing, and speaking skill (Rachmadie, 2002). In addition, picture is helping the students in organizing their ideas.

For instance, in doing practical teaching, the researcher provided a picture about fruits. Most of the students are interested to know more about picture. In directly, when the researcher asked the students to write down the characteristics of fruit based on the picture, the result is better than students who write without pictures yet. For the other practical reasons, the researcher provided a picture of rabbit and turtle. The researcher let the students guess that the story will be learned later. Based on those practical reasons, the researcher is concluded that picture can help the students in organizing their idea.

In this research, the researcher used picture series as an instrument in teaching writing. Smaldino (2015) said that the advantages of using picture series help the students in generating the idea during pre-writing stages. A picture series

that contain a series of events that illustrate a sequenced story can raise students' awareness on the narration of the story event (Amriyah, 2015). This condition seems being able to assist students to organise ideas and put sequential writing that are necessary in narrative writing. One of text type genre that provides a sequence story is narrative text. Narrative text is a sequencing story or event. The sequences story is included orientation, complication, evaluation, resolution, and coda.

Based on those explanations, the researcher is interested in conducting the research entitled "The Impact of Using Picture Series to Improve Students' Narrative Writing Skill".

Identification of the Problem

In identification the problem, the researcher does adiscussion with the English teacher a secondary school in Yogyakarta. The researcher found two problems in students' narrative writing. The first problem was organizing idea. The second problem was punctuation and spelling used. In organizing the idea, students sometimes get confused in deciding what will happen to the next of the story. Guessing the story becomes anticipation in finishing a story. In punctuation and spelling part, most of the students are incorrect in using capitalize for the name and place.

Limitation of Problem

The researcher limits the study in the impact of using picture series to improve students' narrative writing skill at SMP Muhammadiyah 2 Yogyakarta.

The instrument in this research is picture series. This instrument is expected to improve students' narrative writing skill.

Research Question

Based on the background, the research question of this research are:

1. How is the students' narrative writing skill before and after using treatment in experimental group?
2. How is the students' narrative writing skill before and after using treatment in control group?
3. Is there any significant difference of students' narrative writing skill before and after using treatment between control and experimental groups?

Purpose of the research

Based on the problem, the objectives of this research are:

1. To find the differences of students' narrative writing skill before and after using treatment in experimental group.
2. To find the differences of students' narrative writing skill before and after using treatment in control group.
3. To find out a significant difference before and after between control and experimental groups of using picture series in narrative writing skill.

Significances of the research

The significance of the research is to give the benefits for teachers, students, researchers:

For teachers. The research's result can be beneficial for the teacher to know differences between before and after of students' improvement in writing skill by using picture series.

For students. This result can be useful for the students to improve their writing skill, organize their idea and also help them to express their thoughts about the events that story have.

For researchers. The benefit for the researcher is to get more knowledge, and the result of this research can be applied by the researcher's future research. Beside that, the researcher hopes this research can be a guide for other researchers in doing research.

Outline of the research

In chapter one, there is an introduction. In the introduction, there consists of background of the study, limitations of the study, purposes of research, research question, and significances of research. In the background, the researcher is explaining the reasons for choosing the title of the research. In chapter two, the researcher put the theories that are related with the research title such as the definition of writing, the writing process, evaluation of writing, teaching writing, narrative text paragraph, picture series as media in teaching writing and the last is about hypothesis and conceptual framework. In chapter three, the research is explaining about research design, population and sample, data collection method. Furthermore, in chapter four the researcher will explain the result of the research in form finding and discussion. The last chapter are the conclusion and

recommendation. In conclusion, the researcher will conclude the result and give some suggestions to the next researcher that the title is line with this research.

In recommendation, the researcher is giving advises for the teacher, students and other research.