

# **CHAPTER I**

## **INTRODUCTION**

This chapter explores the background of the research. It describes the brief overview of the issues in the use of instructional media on teaching writing process and it also provides formulation of the problem, aim of the research, operational definitions, and uses of the research.

### **A. Background**

Writing is one of the language skills that should be mastered in language learning and it plays an important role in learning English. In general, it could be described as a way to express ideas, feelings, opinions, and the other components in the written form.

Writing, like any other skill, has its own mechanical components. These include spelling, punctuation, and the construction of well-formed sentences and paragraphs. According to Lado, Robert (1977:249), "Writing in a foreign language is the ability to use structure, the lexical items, and their conventional representation in ordinary matter of fact writing." By asking students to write, they can develop and express their ideas in the form of written language, but students often meet problems in learning writing. These problems are presumed by the lack of vocabulary mastery, the low grammar mastery, and the lack of their knowledge about sentence structure of the text. Because of the problems faced by students show that they have less knowledge to write.

Students should know that writing skill does not come automatically, but it must be practiced regularly all the time. In producing a good written form, students cannot do it by themselves, but they should do through the process of writing in teaching and learning activities. In the process of writing, sometimes students make mistakes. For example, students are confused of choosing the effective words, arranging a good sentences or getting stuck in developing their ideas into written form. So, teacher thinks what she or he has to do to solve the problem above, like giving the media to teach writing, so students join the lesson more easily. It is line with the previous study conducted by Dewi, Silvya (2011), entitled, “The Influence of Using Chart on the Students’ Writing Ability in Procedure Text”. Her research shows that students are motivated to write procedure text and they are enthusiastic to follow the teaching learning process since the researcher uses chart. It is the same as the previous study done by Dewi, Silvya (2011). This research focuses on students’ writing ability in procedure text. The difference lies on the instructional media for the treatment. Previous study used chart, whereas this research uses picture series.

In teaching and learning process, there are a lot of instructional media that can be used. Picture is one of the media for students. Media are used to support materials and they are expected to develop students’ interest in learning process. According to Raimes, Ann (1983:37), “Pictures in sequence provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.” Especially

for writing, teacher could use picture to teach not only because picture could stimulate students' handwriting but also it could provide more vocabularies when they lost the words to write and the knowledge in arranging a good sentences.

In this research, the writer will take the different grade, population and sample from the previous study. She wants to know whether the sample in this research will have influences of using picture series as instructional media in teaching writing procedure text or not.

Based on the problems in the previous pages, the writer is interested in doing the research about the influence of using picture series on students' writing ability in procedure text. This research will take place at the ninth grade students of *SMPN 1 Sukarame Tasikmalaya*.

## **B. Formulation of the Problem**

Based on the background of the research, the writer formulates the research problem as follows: "Is there an influence of using picture series as media of learning on students' writing ability in procedure text at the ninth grade of *SMPN 1 Sukarame Tasikmalaya*?"

## **C. Aim of the Research**

The aim of this research is to know the influence of using picture series as media of learning on students' writing ability in procedure text at the ninth grade of *SMPN 1 Sukarame Tasikmalaya*.

#### **D. Operational Definitions**

In order to make the discussion of the topic clear, the writer defines the term related to this research, as follows:

1. Students' Writing Ability in Procedure text : The ability of students to put down idea based on systematics of writing in procedure text. The data are obtained from the test of writing in procedure text in *SMPN 1 Sukarame Tasikmalaya*, given by the writer.
2. Picture Series : One of the media in the form of a series of images / pictures in a sequence with size of 15 cm x 20 cm.

#### **E. Uses of the Research**

The writer hopes that her research will give positive contributions as follows:

##### 1. Theoretical Use

This research is able to give the benefits as a material of the research about the influence of using picture series on students' writing ability in writing a procedure text. The result could be a further reference for the next researcher in conducting a research related to the picture series media and the ability to write the genre text.

##### 2. Practical Use

This research is able to give information and advice for English teachers about instructional media that can be used to help the ability of students'

improvement in learning English, especially regarding to the influence of using picture series media in writing procedure text.

### 3. Empirical Use

This research is able to add the writers' experience. It is related to the research and knowledge regarding to the influence of using picture series to increase students' writing ability of *SMPN 1 Sukarame Tasikmalaya* in writing procedure text. It can be an effective learning process and the way for the writer to share and transfer the ability and knowledge.