

CHAPTER I

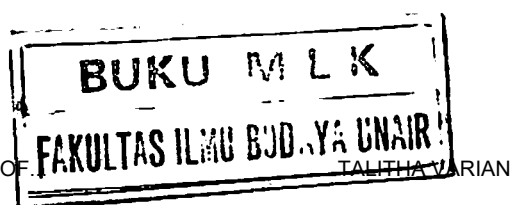
INTRODUCTION

1.1 Background of the study

English education is important in Indonesia. With the continuing development of English as an international language, Indonesian people are forced to master the English Language. Lately the proficiency of English Language is required to participate in follow the global competition such as, to apply for jobs, and for the scholarship to study abroad. Therefore, Indonesian people have to be able to improve their ability in learning English.

English has four basic skills (listening, speaking, reading, and writing) that every skill is related to each other. Four of the skill should be mastered by the students to increase their ability in English learning. Writing has important role for students to learn English. Writing involves language components such as grammar, vocabulary, and pronunciation. Based on Braine and Claire May (1991:60) state “writing clear sentence requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation”.

Nowdays, teaching writing has been started kindergarten, elementary school, junior high school, senior high school and college levels. However, writing is considered as a complicated skill for the students and the teachers. Chastian (1988:221) stated that writing and speaking are difficult skills to acquire because the students must have a more complete control of the elements of



language, such as vocabulary, sentence, or grammar. It means that the students have to combine the elements of writing including content, organization, vocabulary, grammar, and mechanic when they want to write.

There are many kinds of text that can be used by students as their writing materials. One of them is narrative text. Narrative mostly tells about fiction (legend, myth, fairytale, folklore, and fable). It contains moral value as well. In teaching learning activity, writing narrative text should be interesting for students but in fact, the students just feel bored with the lesson. This kind of situation will be happened when the teacher cannot show media related to the topic. In other way, the students are asked to write sentences and paragraph without having some clues from the teacher so it can be difficult for them to write their idea and it is also make them made so many mistakes in vocabulary, grammar, and spelling. Another reason is the students have less motivation and were not interested in the lesson.

Beside that, the students have difficulties to express their idea. Writing become difficult to learn by the students since they have to master grammar and remembered vocabulary as much as they can. To solve these problems, the teacher must realize that they need to use appropriate teaching media to improve student's ability in writing narrative text to get better scores. There are many kinds of media that can be used such as pictures, maps, real things, dialogue and tables present the materials (Bryne, 1991:17). One of the effective ways to help the students in learn how to write procedure text is using picture series. Picture series is the picture that tell a story in sequence on a one chart (Finnocchiaro, 1974:100).series

can help the students to create or produce a narrative text by showing some pictures that related with the topic. It can develop their imagination and open their mind to write the story well. In the previous study that had been conducted by in order to avoid any duplication, the researcher reviews some previous studies. The first previous study that had been conducted by Syaipudin (2011) "The effectiveness of Using Picture Series as Media to Teach Reading Narrative Text to the Eight Graders of SMA Budi Utomo Jombang". Yanuarita (2009) whose thesis entitled "Using Pictures to Teach Writing Descriptive Text to Tenth Grade Students". Abdul Mufid, Tarbiyah Faculty, Satate Institute for Islamic Studies Walisongo Semarang, 2009 in his thesis entitled: The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Student's Achievement (An Experimental Study at the Eight Grade Students of MTs Nurul Huda Banyuputih Batang in Academic Year 2008/2009).

Based on the explanation above, the writer conducted a reaserch on the implementation of the pictures of the animal to teach writing of narrative text (fable) to the tenth grade students of SMA Ta'miriyah Surabaya. This study is focused on writing narrative only. In addition, based on Kurikulum 2013 states that in the second semester of tenth grade Senior High School, the students are expected to be able to master this genre. An analysis of the implementation of the pictures of the animal as an alternative material in teaching narrative writing hopefully can provide valuable insights into what makes good or poor writing.

1.2. Statement of problem

This research tried to discover the influence of picture series in their writing ability. For reaching that purpose, the writer formulated the following reasearch questions:

Is there any significant difference in the ability to write a narrative text between the students who are taught by using picture series and those who are taught without picture series?

1.3. Hypothesis

Before conducting this research, the researcher created hypothesis below:

Null hypothesis: there is no significant difference between the students who are taught writing narrative text by using pictures series with the students who are taught without picture series.

Alternative hypothesis: there is significant difference between the students who are taught writing narrative text by using pictures series with the students who are taught without picture series.

1.4. Objective of the study

Based on the statement of the problem above, the objective of this study is: to find ot whether there is significant effect between the students who are taught by using picture series and those who are taught without picture series

1.5. Significance of the study

The writer divided the significance of this study into theoretically and practically.

Theoretically: as the reference source for other researchers who are interested in investigating the teaching writing ability by using picture series in writing narrative text. as the support theory guided writing, picture series and narrative text composition.

Practically: as the information of the readers who are teachers, students and others who use guided writing and picture series in composing narrative text. As the additional information to the teachers who want to apply guided writing and picture series in their writing.

1.6. Scope and limitation

This study focused in narrative writing as its subject. This kind of writing was selected because narrative writing is commonly encountered in students' daily life. The use of picture series as teaching technique was the second focus of this study. The writer hopes that the students will be able to explore the picture series maximally, so that they can write narrative text well. She is sure at the end of this study the students will be able to understand what is happening in each of the stages of narrative itself. The writer hopes, by using picture series for writing a narrative text (fable) will be able to help the students in making narrative text (fable) well. She hopes to the students who are taught by using picture series get higher score that those who are not. This study is going to be conducted in two classes, one class is a control group and another is an experimental one. The students are ten graders of X.4 and X.5 of SMA Ta'miriyah Surabaya.

1.7. Definition of Key Terms

Not to make misperception by the reader, the writer would give some definition of key terms. These are the following of some key terms which are used by the writer in this thesis:

1. **Narrative Writing:** Narrative as a story tells or describes an action in the past time clearly (Keraf, 2001, p. 136).
2. **Generic structure:** the sequence or plot of a genre or a text. There are orientation, complication, and reslution.
3. **Picture series:** the teacher may give the model language to help the student in composition their writing. Therefore, the model of language provided by a functional approach to teaching helps to identify children's strengths and to make clear suggestions as to how they can make their texts more effective (Hyland, 2002, p. 103).

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CHAPTER II

LITERATURE REVIEW

writer will write; and (3)'The Audience": who will read the writing. The writer starts by defining the purpose of writing: to inform or persuade, then, decides who the readers are and what they know about the topic, so that he can determine how he should write to best suite that audience. The goal is to write in a complete and organized manner so that the audience can follow the ideas easily. A successful writing communicates the message in a way that the readers are able to understand it well.

2.3 Narrative

2.3.1. The Definition of Narrative Text

A narrative is a type of spoken or written text that tells a story of one character or more who face certain problematic situations (Kastaredja.et.al, 2007:34). Narrative writing tells a story or part of a story. The text usually has a moral value. It is popular because it presents plots which consist of complications and resolutions. It makes people feel curious and anxious with the ending of the stories. Narrative text can be found in short story books, magazines, novels, movies, etc.

2.3.2. The kinds of Narrative Text

There are various kinds of narrative, such as: myth, legend, folktale, folklore, fable, etc. A myth is a traditional story which may describe the origins of the world, place, and or of people. It is considered a true sacred story in the remote past. A legend is a true story which is primarily about human heroes in the recent past and may feature some religious references. A folktale is a story which

is regarded as fiction. It can be a non-sacred fictional story that occurs “once upon a time” and features human and non-human characters.

Folklore is a collection of fictional tales. Fable is a very short story that the central characters are animals which are humanized and given human qualities. So that they can speak, act, and behave like a human. Fable also asks the students to select a moral or lesson to be learned (Hibbard, 2003:114).

2.4 Picture

2.4.1 Picture Series

Students' participation in learning process is one of indication shows how far they are focus and interested in studying. In this case, teachers play important role to help the students fully participate in the learning process. One of roles that can be hold is being creative. A teacher should be more creative to find out the appropriate media in teaching writing. Furthermore, being creative is very important to be applied in teaching writing. One of good techniques of teaching writing is using instructional media. The teacher must have both theoretical knowledge about the subject matter to be taught.

Students can construct their knowledge during learning narrative test easily by using media. One of the media is picture series which draws a story. Picture series is several or sequence events, actions or step that come in photographic representation of people, places, and things and happened one after the other. This medium fulfills the principles of using media issued by Nyoman S. Degeng (2001). Media which can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process. The media

must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning. In addition, Wright (1997) stated that picture series are pictures, which show some action or event in chronological order. Hammer (2004) adds that pictures are often used to present situation to help the students work with grammar and vocabulary.

To understand the way of the picture series, the students need to appropriate it in abstract way. In the same way, when they express their ideas to construct the text in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get ideas more realistic in understanding the narrative text but also in constructing ideas to create it. Wright (1997) states that picture can play a key role in motivating students, conceptualizing the language they want to use and giving them a reference.

During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series (Brown, 2004:217). They can predict the content of the text easily based on their understanding about the picture series. The pictures give the schemata to the students to construct ideas from their background knowledge and experience. In addition, Betty (1994) stated that pictures enrich the classroom by bringing the topics from outside world, which are made real and immediate by the pictures.

2.4.2 The Use of Picture Series in Teaching Narrative Writing

It is no doubt that the teacher needs instructional media in teaching learning process. It helps the teacher to deliver the material well (Levie and Levie in Arsyad, 1997: 9). The media can make the teaching learning process more interesting. This lesson uses artworks (picture series) as inspiration for writing narrative text. Art can be used the same way as written text that can expand the students' knowledge of the world. Art can provide a window into how the students negotiate their understandings of images and their knowledge of the world.

Finocchiaro adds that picture series on a chart will be found extremely helpful in giving extensive practice in numerous structures with a limited known vocabulary. It is believed to increase the students' interest and as a stimulus in learning process to improve their ability in writing narrative text properly.

Furthermore Ernestove (1981: 57) says that picture series is useful to teach narrative. It is believed that picture series can stimulate the students to comprehend the events of the story so that the students can write or speak easier because they have already had ideas to speak or to write about. Picture series make the students comprehend better in associating the meaning and the pictures itself.

Walker in Diaz-Rico (2004: 205) states that a guided fantasy stories can be started with a teacher directed journey that uses the framework of an imaginary trip to elicit vivid imagery. The teacher can create her own way as interesting as

possible to guide the students in composing narrative essay. In conclusion, the teacher needs to guide the students at first in creating narrative essay so that they can create a well organized narrative essay in a proper manner by themselves.

2.5 Scoring Composition

There are two basic approaches to composition evaluation (classified by Cooper, 1997 as quoted by Jacobs et al, 1981, p. 29). They are holistic scoring and frequency-count marking. In holistic evaluation, readers base their judgments to their impression of the whole composition. While in the frequency-count marking, readers enumerate certain elements in the composition, for instance; the number or type of words, clauses, cohesive devices, misspelled words, misplaced commas, or sentence errors. This method is highly objective reliable for it is only counting or listing of certain occurrences. It is because the composition evaluated by a frequency-count method means that it has been judged not for its communicative effect, but for its number or kinds of elements.

Holistic evaluation, on the other hand, is far more subjective. It depends on the impressions formed by the readers. Such subjectivity in reading essays was long thought undesirable, but in fact this characteristic of holistic evaluation has come to be considered strength rather a weakness of the approach (Jacobs et al, 1981). Subjective judgments are indispensable in decision concerning whether a writer has expressed well his intended meaning. In spite of this subjectivity, holistic evaluations have been shown capable of producing highly reliable assessments. It would seem that composition scored based on holistic responses

from readers who attend to the writer's message must be more valid than those based on frequency-count method. Holistic evaluation is close to what is essential in communication.

Although the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing five general components in writing (Harris, 1969, p. 68-69). First, content is substance of the writing; how the idea expressed. Form deals with the organization of content in a composition. Grammar concerns with the employment of grammatical forms and syntactic patterns. Vocabulary observes the choice of structures and lexical items to give particular tone or flavor to the writing. Mechanics is related with the use of the graphic conventions of the language. From the point above, it can be known that writing is highly sophisticated skill for it combines a number of diverse elements.

Furthermore, analyzing writing is usually guided by a holistic scoring which describes each feature and identifies high, middle, and low quality levels for each feature. One of such holistic scoring guide is ESL composition profile. It contains five components scale, they are: The Aspect of Content, The aspect of Organization, The aspect of Vocabulary, The Aspect of Language Use, and The aspect of Mechanics.

2.5.1 The Aspect of Content

30-27	Excellent to very good Knowledgeable, substantive, through development of thesis, relevant to assign topic
26-22	Good to average

Smoke knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail

21-17 Fair to poor

Limited knowledge of subject, little substance, inadequate development of topic

16-13 Very poor

Does not show knowledge of subject, non-substantive, nonpertinent, not enough to evaluate

2.5.2 The Aspect of Organization

20-18 Excellent to very good

Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive

17-14 Good to average

Somewhat choppy, losely organizet but main idea stand out, limited support, logical but incomplete sequencing

13-10 Fair to poor

Non-fluent, ideas confused or disconnect, lacks logical sequencing, and development

9-7 Very poor

Does not communicate, no organization, not enough to evaluate

2.5.3 The Aspect of Vocabulary

20-18 Excellent ti very good

Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register

17-14 Good to average

Adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured

13-10 Fair to poor

Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured

9-7 Very poor

Essentially translation, little knowledge of English vocabulary idioms, word form, not enough to evaluate

2.5.4 The Aspect of Language Use

- 25-22 Excellent to very good
- Effective complex construction, few errors of agreement, tense, number, word order/ function, article, pronouns, preposition
- 21-18 Good to average
- Effective but simple construction, minor problems in complex construction, severall errors of agreement, tense, number, word order/ function, article, pronouns, prepositions but meaning seldom obscured
- 17-11 Fair to poor
- Major problem in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/ function, article, pronouns, preposition and/or fragments, run-ons,deletion, does not communicate, not enough to evaluate
- 10-5 Very poor
- Virtually no mastery of sentence construction rules, dominated byerrors, does not communicate, not enough to evaluate

2.5.5 The aspect of Mechanic

- 5 Excellent to very good
- Demonstrates mastery of conventions, few wrrors of spelling, punctuation, capitalization, paragraphing
- 4 Good to average
- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
- 3 Fair to poor
- Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
- 2 Very poor
- No mastery conventions dominated by errors of spelling, punctuation, paragraphing, capitalization, handwriting illegible, no enough to evaluate

By using ESL composition profile, teachers can make overall judgments of the students' composition. It helps the teachers, in this case readers or markers to focus more clearly and consistently on students' communicative effectiveness to writing.

2.6 Previous Study

in order to avoid any duplication, the researcher reviews some previous studies. The first previous study was conducted by Syaipudin (2011) "The effectiveness of Using Picture Series as Media to Teach Reading Narrative Text to the Eight Graders of SMA Budi Utomo Jombang" found that using picture series in teaching reading comprehension had significant influence to improve students' reading ability. The use of picture series in teaching reading comprehension was interesting, not too long and not too troublesome. Picture series help the students in reading section, answering the question and understanding the text.

The second previous studies was conducted by Yanuarita (2009) whose thesis entitled "Using Pictures to Teach Writing Descriptive Text to Tenth Grade Students". the writer further found that the use of pictures in teaching English clasroom can help tenth grade students to write descriptive text her research only focused on analyzing the generict structure of students descriptive writing.

Abdul Mufid, Tarbiyah Faculty, atate Institute for Islamic Studies Walisongo Semarang, 2009 in his thesis entitled: The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Student's Achievement (An Experimental Study at the Eight Grade Students of MTs Nurul Huda

Banyuputih Batang in Academic Year 2008/2009). The writer concluded that based on the t-test there was real difference between result of the study of learning using pictures as media and learning that is not using pictures as media. Consequently, learning writing narrative text using pictures as media is more effective when it is applied in the process of learning English than conventional learning (a class which is not given the same treatment).

Based on the previous studies, the writer decided to conduct similar research like previous studies but in different school and skill focus. The writer conducted the research in SMA Ta'miriyah Surabaya for tenth graders to teach narrative text (fable).