

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

The ability of humans to communicate with one another through indicators, such as words and action, is known as language. Language is a very important tool for the survival of society. Without language, humans cannot communicate properly, especially to discuss solving various problems that occur in today's life. With language, humans can express their ideas, feelings, opinions, and others related to communication between humans.

There are many different languages spoken around the world. Of them, one speaks English. Many nations, including Indonesia, have adopted English as their primary language. Even English in Indonesia is used as a subject in elementary school to high school and is used as a major in various universities. English is an international language, so many countries are learning this language so that they can still exist

even if they communicate with people from different countries. By making English an international language, it encourages Indonesia to make English a lesson in school in order to educate the nation's children so that they will not only exist in the country but abroad as well.

Speaking, listening, reading, and writing are the four English language abilities that should be learned.<sup>1</sup> Writing is one of those four abilities that must be acquired in order to improve English language skills. By writing we can express ideas, feelings, imagination, opinions, and so on through writing. When we lack the confidence to communicate in English, writing can be a great aid. We can still pour our thoughts into the writing first, we can correct it first and correct anything that shouldn't need to be said.

However, this writing skill is one of the abilities that students are less interested in. The learning is monotonous and that makes the students bored of studying writing. In several studies, in learning writing material, teachers mostly

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Harlow : Longman 2007), 265.

provide material so that students are passive in learning writing skill.

Not only that, writing is also not an easy and simple lesson, especially compared with speaking. In speaking, there are listeners who when they don't understand they can directly ask or give Suggestion to the speaker. Speakers can also use gestures, intonation, stress, and expressions to help convey the conversation well. Meanwhile, writing cannot know when the writing is not understood by the readers directly.<sup>2</sup> The authors cannot provide a direct understanding that if it can help readers better understand what has been conveyed in the book.

Of the various techniques that can be done to improve writing skills, on this occasion researcher use a digital picture series to improve writing skills. In this study, the author uses a digital picture series as a medium to facilitate the degeneration of learning to write. In the digital picture series there are many chronological illustrations that can sharpen the

---

<sup>2</sup> Nanang Suefi, Thesis “*The Effectiveness of Dictogloss Technique in Teachin Writing of Narrative Text*” (State Islamic University Sultan Maulana Hasanuddin Banten, 2019)., 2.

students' brains to write according to their respective understandings. The concentration of students will focus more on the digital picture series that has been given and encourage students to create creative narrative texts according to the images provided. In addition, pictures have some powers; pictures are proper to explain a trouble. It means by if the students look at the picture clearly, the students will get the point of that picture.<sup>3</sup>

The writer is attracted in carry out a research concern about writing narrative text by using digital picture series. Digital picture series is one of the media used to guide students to repair their writing skills, especially in writing narrative texts. The use of digital picture series is expected to provide a better learning experience for students in writing narrative text. In addition, digital picture series helps expand students' imagination so that students can explore their thinking skills into writing based on their own thoughts and language.

---

<sup>3</sup> Kokom Komariah, Thesis *"The Influence of Applying Series of Pictures as Teaching Media Towards The Student's Writing Skill"* (The State Institute For Islamic Studies "Sultan Maulana Hasanuddin" Banten, 2016)., 3.

The implementation of picture series has actually been the subject of many studies by researchers. Using Picture Series to Enhance the Narrative Writing Ability of the Tenth Graders of SMA N 1 Jombang, for example, is the subject of a research written by Yunika (2005). She employed classroom action research to handle the problem of narrative writing in SMA N 1 Jombang in her research. The study demonstrated that using picture series to address the issue of narrative writing was successful. The researcher wishes to do a replication study based on this study. Replication research requires using a different methodology and school to conduct the same investigation into the use of picture series. Like the previous researchers, the new researcher will not implement image series using classroom action research. In order to create a larger sample for the study on the use of picture series in narrative writing, the new researcher will then use data from a different school, specifically SMP Satap Pasir Menteng. As a result, even though the researcher used nearly identical media for this study, there are still changes in the school that would be studied and the methodology. The study

on the implementation of digital picture series can perhaps become more accurate and dependable than the previous one with the help of the larger sample. Additionally, the researcher in this study seeks to demonstrate if the use of digital picture series can aid junior high school students in the third grade in producing narrative prose. The researcher is also interested in the students' reactions to the use of image series in the classroom and the implementation's strengths and weaknesses.

## **B. Identification of the problem**

The identification of the problem are :

1. There are many student think that learn writing is difficult
2. There are many student don't know how to start writing
3. Many student have a limited vocabulary and knowlwdge about grammar
4. The way teacher teaching writing still monotone and it make student boring in the classroom during learning process.

### **C. Limitation of study**

The author will perform a study named "An implementation of digital picture series in teaching narrative text" in accordance with the background information provided above. At SMP Satap Pasir Menteng's third grade level. The reason that the writer choose SMP Satap Pasir Menteng as a place for the research because due to the lack of student interested in learning English at the school. Not only that, the addition of the delivery of material that is less interesting makes students less willing to know more about English. In connection with the skill that the writer used in this study is writing, where writing is one of the most difficult skill to master. By implementing a digital picture series in learning English in grade 3 junior high school, it is hoped it can increase students interest in English.

#### **D. The Statements of the Problem**

Based on identification above, the researcher can put statement of the problems as follow :

1. How is the implementation of digital picture series in teaching writing on narrative text?
2. What are the strengths and weaknesses of implementation digital picture series in teaching writing on narrative text?

#### **E. The Objectives of The Study**

The objectives of the research as follow :

1. To explain the implementation of digital picture series in teaching narrative text
2. To find out the strengths and weaknesses of implementation digital picture series in teaching writing on narrative text

#### **F. Significant of study**

The benefits of this research are two, namely theoretical and practical. On the one hand, theoretically, this research is expected to enrich the treasures of knowledge



related to learning English in improving writing skills, especially narrative texts.

On the other hand, the practical significance of the study will provide valuable contributions for several parties, such as:

1. The research studied is expected to provide new innovations for English teachers in terms of implementing digital picture series as a medium to assist in carrying out the teaching process in the classroom to make it more interesting.
2. Second, for students this media can help students to like learning English, especially in writing narrative text. This media can help students to create a frame of mind in their own imagination so that they will be able to continue to hone their writing skills.
3. For other researchers, this research can be used as material for consideration if researchers will examine the same subject. For that researchers try to give the best contribution.

## **G. The Organization of Writing**

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I is introduction, this chapter consists of the background of study, identification of problem, limitation of study, statement of the problem, objectives of study, significant of study, and the organization of writing.

Chapter II is theoretical framework, this chapter consists of the theories from some experts such as definition of writing and teaching writing, definition of narrative text and structure of narrative text, definition of digital picture series and how teaching narrative text using digital picture series.

Chapter III is research methodology, this chapter consists of the research method, the site and time of study, data collecting technique and data analysis.

Chapter IV is finding and discussion, this chapter consists of explanation of the data description and the analysis of data.

Chapter V is closing, this chapter consists of conclusions and suggestions.