

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays in modern society, English becomes increasingly important as a tool of communication. English has a big contribution in accommodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and global economy. Oxford Advanced Learner's Dictionary stated that 's language is the system of sounds and words used by humans to express their thoughts and feelings¹. English can be implemented in science, business, technology, and education. English is the first foreign language taught at every school in Indonesia. The Indonesia government chooses English as the first foreign language to be taught in school.² We cannot imagine something in our live without language, language itself has four fundamental skills in English to master. There are reading skill, listening skill, speaking skill and writing skill.

In writing skill, the students have to master vocabulary and know how to use grammar in making text or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through text. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertain and make fun. There are various ways to use

¹ A. S. Hornby, Oxford Advanced Learner Dictionary, (NY: Oxford University Press, 1987), p.662

² Mei Setya Chairena, *The Use of Pictures to Teach Writing Descriptive Text*, search on <http://lib.unnes.ac.id/6317/1/3835.pdf>, p.1.

writing in our everyday life. For example we can write about the making a cup of tea. Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it. Students in SMPN 21 Kota Serang usually found some difficulties when they learn to write. They could not write their ideas in writing especially procedure text, because they did not understand well about how to good writing, especially procedure text.

In teaching learning process, teacher has important roles. Teacher is a professional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school). Teaching learning process should be various to make student enjoy learning process. because, teaching interpreted as a direct activity, provide ease of how to find something (rather than giving something) based on the capabilities of teachers.³ So that the learning process should be run with fun. In language learning, they need more than instruction and from their teacher. This is challenge for the teacher to be able to motivate the student to pay attention.

Nowadays, English material were based on the genre text. Student in junior high school learn kind of genre text. One of the genre text taught in junior high school is procedure text. It is taught by teacher to make students know how to make or do something. Procedure text contains a process to achieve certain goal. And we can

³ Umar Tirtarahardja dan S. L. La Susilo, Pengantar Pendidikan (Edisi Revisi). (PT. Rineka Cipta: Jakarta), p.51

find the text not only in magazine, newspaper or construction in food wrapping, but also in the holy Qur'an. For example, Allah stated in Al-Hajj verse 5 as follows:

يَا أَيُّهَا النَّاسُ إِن كُنتُمْ فِي رَيْبٍ مِّنَ الْبَعْثِ فَإِنَّا خَلَقْنَاكُمْ مِّن تُّرَابٍ ثُمَّ مِمَّنْ نُطْفَةٍ ثُمَّ مِمَّنْ عَلَقَةٍ ثُمَّ مِمَّنْ مُضْغَةٍ مُّخَلَّقَةٍ
وَعَیْرِ مُّخَلَّقَةٍ لِّنُبَيِّنَ لَكُمْ وَنُقِرُّ فِي الْأَرْحَامِ مَا نَشَاءُ إِلَىٰ أَجَلٍ مُّسَمًّى ثُمَّ نُخْرِجُكُمْ طِفْلًا ثُمَّ لِّتَبْلُغُوا أَشُدَّكُمْ وَمِنْكُمْ مَّنْ
يُتَوَفَّىٰ وَمِنْكُمْ مَّنْ يُرَدُّ إِلَىٰ أَرْذَلِ الْعُمُرِ لِكَيْلَا يَعْلَمَ مِمَّنْ بَعْدَ عِلْمٍ شَيْئًا وَتَرَى الْأَرْضَ هَامِدَةً فَإِذَا أَنزَلْنَا عَلَيْهَا الْمَاءَ
اهْتَزَّتْ وَرَبَتْ وَأُنتَبَتْ مِّن كُلِّ زَوْجٍ بَیْجٍ (٥)

“O mankind! if ye have a doubt about the Resurrection, (consider) that We created you out of dust, then out of sperm, then out of a leech-like clot, then out of a morsel of flesh, partly formed and partly unformed, in order that We may manifest (our power) to you; and We cause whom We will to rest in the wombs for an appointed term, then do We bring you out as babes, then (foster you) that ye may reach your age of full strength; and some of you are called to die, and some are sent back to the feeblest old age, so that they know nothing after having known (much), and (further), thou seest the earth barren and lifeless, but when We pour down rain on it, it is stirred (to life), it swells, and it puts forth every kind of beautiful growth (in pairs).”⁴

Based on the verse above, we know the information on the creation process of mankind. So, the verse above is included procedure text type, because it contains process of things. A procedure text is a text designed to describe how something is accomplished through a

⁴ Abdullah Yusuf Ali, Recite Quran Surah Al-Hajj in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration, search on <http://www.theonlyquran.com/quran/>

sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, using atm machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

However, many students in Junior High School have difficulties to write of procedure text. In SMPN 21 Kota Serang, the student of eight grade have difficulties to write a procedure text because they were lack of experience in writing. It is caused by the fact writing in English is different from Indonesia. From those kinds of problem, teachers should find some ways out how to make students' writing ability in procedure text better than before. Beside teacher are seldom to teach writing. They focused on teaching reading and grammar. To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction.

There are many strategies to develop students' writing skill especially in writing procedure text. One of the attempts to overcome those problems is by giving a good media of teaching to be productive and efficient. and one of the media is sequence of pictures who is able to improve students writing skills. Pictures can help the students to express their ideas and students will more understand the material given by the teacher. Teacher can give sequence of pictures to express the material and then stimulate the students to speak English by using sequence of pictures. These activities make students more active in the

learning process and at the same time make their learning more meaningful and fun for them.

From this problem, the researcher will identify the effectiveness of using Sequence of Pictures as a teaching learning's media in procedure text in SMPN 21 Kota Serang by conducting the quasi experimental research.

B. Statement of Problem

The research is conducted to get the empirical evidence to answer the following problems:

1. How are the students ability in writing procedure text?
2. Is there any significant improvement with the student's ability of writing the procedure text by using sequence pictures?

C. Purpose of The Expected Result of The Study

The purposes of the expected result of the study are as follows:

1. To know the student ability with procedure text.
2. To know whether or not the students improve significantly in their ability or writing the procedure text after using sequence pictures.

D. Significant of The Study

Basically, all researcher should posses clear purposes and significant. At the end of this study, the writer hopes that this writing will be of a great benefit for several components:

1. For the teacher

Teacher can use sequence pictures as a media in teaching learning process to motivate the students and it can make teaching learning process easier.

2. For the student

The result of this research may help the students to improve their ability in writing procedure text.

3. For the researcher

By doing this research, the researcher will get some new experiences and knowledge about her research and it will be useful for the future.

E. Previous Study

The relevant research is used as a reinforcing material, support and penjelesan in this study are:

1. Umyati (062300016), English Department Faculty Of Education, The State Institute For Islamic Student Sultan Maulana Hasanudin Banten, 2012. In her a paper entitled “Using Describing Picture (Sequences) In Teaching Writing Descriptive Text”.

The researcher conducted the quasi experimental research, in which the writer used two group as the object of research. The writer took the students of SMP Al-Irsyad Waringinkurung as population of the research and 58 students as a sample. The writer

used pre-test, treatment and post-test as the instrument. The test were considered reliable, because t-test score are higher than t-table. It means that the treatment has significant influence from the result of pre-test and post-test, and then the writer can conclude that the alternative hypothesis can be accepted.⁵

2. Unayah (102300936), English Department Faculty Of Education, The State Institute For Islamic Student Sultan Maulana Hasanudin Banten, 2015. In her a paper entitled “Improving Students Writing Skill On Procedure Text Using Picture Series”.

The researcher conducted the classroom action research, in which the writer used only one class as the object of research. The writer took the students of SMP PGRI Curug as population of the research and 30 students as a sample. The writer used process planning, action, observation and reflection in two cycles. The test were considered reliable, because test cycle 1 score are higher than test cycle 2. It means that the treatment has significant influence and then the writer can conclude that the alternative hypothesis can be accepted.⁶

3. Alfia Nuraeni (092300703), English Department Faculty Of Education, The State Institute For Islamic Student Sultan Maulana Hasanudin Banten, 2013. In her a paper entitled “The Sequence Pictures On Students Writing Procedure Text”.

The researcher conducted the experimental research with method quasi-experiment. The writer took the student of MTs

⁵ Umyati. Using “Describing Pictures”(Sequences) In Teaching Writing Descriptive Text. Paper S1 (Serang: IAIN SMH, 2012).

⁶ Unayah, Improving Students Writing Skill On Procedure Text Using Picture Series, Paper S1 (IAIN SMH: Serang, 2015).

Negeri Anyer as population of the research and 68 students as a sample. The writer divides students into two group, one class is for experimental class, and another one is for control class. The writer used pre-test, treatment and post-test as the instrument. The test were considered reliable, because t-test score are higher than –table. It means that the treatment has significant influence from the result of pre-test an post-test, and then the writer can conclude that the there is the effectiveness of using sequence pictures on students writing procedure text.⁷

F. Organization of Writing

The writer divides the writer its five chapter as follows:

The first chapter is introduction which consists of background of the study, statement of the problems, purpose of the study, hypothesis and organization of writing.

The second chapter is review related of literature, which consists of definition of writing, types of writing, process of writing (planning, drafting, editing, final version), purpose of writing, the meaning of procedure text, generic structure of procedure text, language features of procedure text, example of procedure text, and teaching writing procedure text using sequence pictures.

The third chapter is methodology of research, which consists of research design, subject of the research (population and sample),

⁷ Alfia Nuraeni. The Use Of Sequence Pictures On Students Writing Procedure Text, Paper S1 (IAIN SMH: Serang, 2013).

technique of data collection (observation, documentation, and test), and technique of data analyzing.

The fourth chapter is result of the research and the fifth chapter is conclusions and suggestions.