

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English was important since it has become an international language that was spoken by almost every community on the planet. Many countries, including Thailand, Singapore, France, Malaysia, and others, speak English as a second language. Despite the difficulty of learning English, it was beneficial to do so because it was used in practically every aspect of life, including communication, trade, economics, politics, education, science, and technology. As a result, most individuals can use it to track the rapid development of the globalization era.

However, English was not considered a second language in Indonesia, but rather a foreign language. English was required to be learned in each grade as a foreign language. It begins in elementary school and continues until university. In summary, Indonesian students should have a greater understanding of the language because they have studied English for several years. The reality, on the other hand, was far from hopeful. The majority of Indonesian students were unable to master it. When learning a foreign language, most people frequently face difficulties. When they try to speak a foreign language in an active or passive way, their frequently use their mother tongue or first language structure.

It was believed that Indonesian students will improve their English skills, such as listening, speaking, reading, and writing. As a result, their both students and teachers at school must learn and taught. The researcher will concentrate on one of

those qualities in this study, which was writing ability. Writing well in English was important because it will support students in fully mastering in English. In addition, writing helps they convey their message, purpose, and expression in writing. For some Indonesian students who were afraid of speaking English directly. They can use writing to help them express themselves more effectively.

Unfortunately, students may struggle to convey their feelings or thoughts in writing at those times. There were still some teachers who have not given their whole attention in this situation. If a teacher wants the students to be good in English writers, the teacher must be able to effectively teach writing in the classroom. The hardest skill for second language learners to master was stringing together grammatically to be correct sentences. It was clear that learning to write was not the same as learning to speak. It must be learned actively and practiced under guidance. For some students, writing was a challenging skill to be master; they struggled to generate ideas. They even did not know what to write or how to develop the topic when they found the ideas. They also did not know how to write a good paragraph.

Understanding and creating various short functional texts and monologues, as well as essays in the forms of descriptive, recount, narrative, procedure, and report, were therefore some of the purposes of studying English in Junior high schools (Depdiknas, 2006). When it comes to writing ability, students were expected to improve their abilities to express meaning and rhetorical structures through simple writings using a variety of written languages accurately, fluently, and responsibly in contexts of daily life where they will engage with others. In other words, when

students achieve the functional level, they were able to meet their needs, such as writing letters, effectively using procedure texts that explains or inform or helps reader on how to make or use something.

Furthermore, the researcher was an English teacher during PLP (Pengenalan Lapangan Pekerjaan) at Junior High School 1 Tanjungpinang, Learning to write procedure text in the K13 curriculum was applied to ninth grade students of junior high school. Procedure text aims to train students in developing their ideas and thoughts in the form of procedure text. The K13 curriculum states that students should be able to produce, review, analyze, and convert. From these four aspects it was clear that the main skill that must be mastered by students was the skill of producing or writing. Means, in the K13 curriculum, students were expected to be able to produce or write procedural texts well.

The researcher find some problems when she taught procedure text. The students sometimes get the same problems, such as: students who write rarely will realize some problem after they write. Particularly when they want to transfer their thought and idea in writing form. If this problem keeps happening, it'll bring the difficulties for the students in writing procedure text such as using or determine generic structure, social function, grammatical correct, and so on. It's mean that they can't write or mastering the procedure text well based on the curriculum expectation. Actually, there were several strategies that may be use for student's ability in writing procedure text. Such as, contextual teaching learning, example non example, demonstration method, role playing method, picture sequences strategy and so on.

To solve this problem, the researcher tries to find the solution. One of the media that can be used to learn to write were picture sequences because they narrate the sequence events of a procedural text. In addition, it makes it easier for students to write procedure texts and helps them to understand the subject matter. The picture was one of the media to stimulate students' minds and increase students' motivation to learn English, especially with English texts. So, it will be easy to grasp the ideas and develop their writing well.

According to (Celce-Murcia et al., 1990), a picture can become part of a sequence of pictures that tell a story. Using such pictures allows the teacher to focus on shapes and timing in the target language. From the definition above, picture sequence was a kind of picture which presents a chronological order. In this type, it was presented in a series of picture that tells a story in some events. It usually tells experience, legend or fable story, etc. From this picture sequence, learners will be easier to understand the meaning of a word, a sentence or event a paragraph, and focus on the target language after they saw the picture itself.

Regarding to the facts above, the writer has desire to do a research concerning to writing procedure text by using picture sequences. The researcher chooses this topic because she wants to know whether picture sequences effective or not on students' writing ability in the ninth grade of Junior High School 1 Tanjungpinang. Therefore, the writer will conduct the research about "Improving Procedure Text Writing Ability Through Picture Sequence Media for Class IX.7 Junior High School 1 Tanjungpinang".

1.2 Identification of the Problem

Based on the background of the study above, the researcher identified some problem such as:

1. The problem was related to student activity in improving the ability of procedural text writing using the picture sequence media.
2. How was the result of student learning in improving the ability of writing procedural text by using picture sequence media.

1.3 Limitation of the Problem

This study focuses on the students' writing ability in procedural text using media picture sequence of class IX.7 students of Junior High School 1 Tanjungpinang in the academic year of 2022/2023.

1.4 Research Question

According to the background of the study above, the question of this research was "How to improve procedural text writing ability through picture sequence media for IX.7 Junior High School 1 Tanjungpinang?"

1.5 Purpose of the Research

The purpose of this study was: To find out whether or not the using of picture sequences media can improve on the students' ability in writing procedure text for class IX.7 of Junior High School 1 Tanjungpinang.

1.6 Significance of the Research

There were two significance of the research; they were theoretical significance and practical significance. The explanation was as follow:

1. Theoretical Significance

This research aims to help researchers who were fascinated by teaching at Junior High School get helpful information from the results of this study and lead them to understand examples of teaching in different aspects of the field.

2. Practical Significance

The research results were expected to enrich the skills of English teachers in procedural writing teaching using picture sequences. For students, the result of this research was expected to be fun for learners to learn and to develop their English writing skills of procedure text understand the materials with pictures.

1.7 Definition of the Key Terms

In order to understand the concepts used in this research, several key terms need to be defined. The researcher does so as follows:

1. Writing Skill

The skill of expressing ideas, thought, feelings in the form of written language so that other people who read can understand the contents of the writing properly.

2. Picture Sequence

Picture sequence was a media that can be used with students for narrating, retelling and creating stories as well as sequencing events or activities. With retelling or summarizing a story, a sequence of pictures that correlates with the story that has been read was presented to the student.

3. Procedure Text

Procedure text was a text that contains steps to do something. Procedure text explains how to make or do something with certain steps or ways that were written in a structured and systematic way.

