

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning a language, it is important to consider the four language skills that are speaking, reading, listening, and also writing. Actually, there is a relationship between the writing ability and the reading ability of the students since the written words they use as the primary transmitter plays an important role on the two skills. Nevertheless, the fact shows that learning how to write is not as simple as people have imagined before. The students often face difficulties in making appropriate sentences written in the beginning of their composition. Even for writing the simplest type of writing, that is narrative, they often have to spend much time searching their mind just to find the suitable starter points for their composition. This condition is simply because they have difficulties in finding what ideas to be written. The English Department students of Widya Mandala University seems to have the same difficulties in carrying out their writing lesson. In fact, writing is a language skill in which the learner should be able to produce an idea. This idea must be organized well and be put into sentences, so it would be meaningful and communicative to the readers.

Setyawaty (1998:1) in her unpublished thesis says that there should be something to help the students to get ideas. She notices that many teachers merely provide a title and a list of vocabulary in teaching writing and then expect the students to make a composition on a certain topic based on the title and the list of

vocabulary. According to her, the list of vocabulary is not enough to stimulate the students' ideas in making their composition.

Setyawaty (1998) and Hariyadi (1998), in their studies, have proved that the use of picture series differs significantly with the use of list of vocabulary on the narrative writing achievement of the English Department students of Widya Mandala university. They found that the use of picture series can help the students better in getting and organizing the ideas to write their narrative writing.

The writer herself, while taking her writing class (Writing I) in Widya Mandala University, was given a topic and an outline (headings) in making a writing assignment. Through the topic and the headings given, she was expected to write a composition. She found that they help her in getting and organizing ideas to write.

Since a list of vocabulary only is considered insufficient to help the students in getting ideas and organizing them well, the writer would like to collaborate the list of vocabulary with headings. Therefore, in this present study, the writer wants to compare this list of vocabulary and headings technique and the picture series with oral questions technique to find out their effectiveness in teaching narrative writing on the writing achievement of the second semester English Department students of Widya Mandala University.

There are some reasons why the writer chooses narrative writing as her scope of study. First, eventhough narrative is the simplest and the easiest type of writing compared to the other types of writing, the writer observes that there are many second semester English Department students of Widya Mandala University who still have difficulties to write a narrative. The second is that narrative has

been learned by these students when they were in Senior High School and in their first semester in English Department of Widya Mandala University, so that they have the background knowledge.

1.2 Statement of the Problem

Due to the fact that students often find it difficult to get ideas to write, they need something that can help them to stimulate their ideas. To cover this, the teacher should provide some models as the teaching technique. In fact, the writer observes two writing techniques which use models. They are picture series with oral questions and list of vocabulary with headings technique. In this study, the writer would like to make a comparison of both techniques on their effectiveness in teaching narrative writing.

The statement of the problem can be stated as follows: Is there a significant difference between the use of picture series with oral questions and the use of list of vocabulary with headings as the techniques in teaching narrative writing on the narrative writing achievement of the second semester English Department students of the year 1999-2000 ?

1.3 The Objective of the Study

The objectives of this present study are : 1) to find out which teaching technique, picture series with oral questions or list of vocabulary with headings, can improve students' narrative writing performance better in getting the ideas of writing. 2) to find out which teaching technique, picture series with oral questions or list of vocabulary with headings, influence students' narrative writing

achievement significantly.

1.4 Hypothesis

Ho : There is no significant difference in the narrative writing achievement between those taught with picture series with oral questions and those taught with list of vocabulary and headings.

Ha : There is a significant difference in the narrative writing achievement between those taught with picture series with oral questions and those taught with list of vocabulary and headings.

1.5 The Significance of the Study

The result of this study is mainly orientated on how far the particular teaching techniques can improve the students' narrative writing performance. It is hoped that the result of this study can be a useful contribution for the writing teachers in choosing a suitable technique in teaching narrative writing.

1.6 The Scope and Limitations of the Study

- The subject of the study is limited to the second semester students of the year 1999 – 2000 of Widya Mandala University Surabaya.
- This study only deals with the students writing ability to write a narrative composition through the picture series and headings given.

1.7 The Definition of Key Terms

To avoid wrong interpretation toward this study, it is important to have clear definitions of the main terms used in this study.

a. Picture series

A picture is “a likeness of person, scene, etc produced by drawing, painting, photographs, etc ” (Webster, 1984:452). While ‘series’ can be defined as “a number of things, events, etc of similar kind, especially placed or occurring one after another ” (Hornby, 1994:1154). Thus, picture series means a number of things, events, etc of a similar kind, produced by drawing, painting, photographs, etc which are placed or occurring one after another.

b. Oral Questions

Oral questions are “questions that are not written down.” (Warriner, 1977:892)

c. List of Vocabulary

A list, according to Hornby (1994:1425), is “total number of words that make up a language.” While the vocabulary is “series of names, items, figures, etc. written or printed ” (Hornby, 1994:727). Thus, we can say that a list of vocabulary is a number of printed words that make up a language.

d. Heading

For Hornby (1994:575), heading is the “main division in a lecture, an essay, etc.”

e. Teaching

Teaching is “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand ” (Douglas, 1980:7).

f. Writing

Writing is “something which is related with written form of language.”

(Procter, 1978:1274)

g. Narrative Writing

Narrative Writing is a type of essay that tells a story or a series of events, in the order in which they occur” (Percy, 1981:56).

1.8 The Organization of the Thesis

This study consists of five chapters. Chapter one will present the background of the writer’s thesis. Chapter two will deal with the theoretical background which supports the study. While chapter three will talk about the picture series technique as the methodology of the research. Chapter four will discuss further about the interpretation of the findings. Finally, Chapter five will cover the conclusion of the writer’s study and the suggestion for further research.