

# **CHAPTER I**

## **INTRODUCTION**

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### Introduction

#### 1.1 The Background of The Study

Learning English as a foreign language is not only a matter of learning how to speak, read and listen but also write. The ability to write itself plays an important role to the educational purposes. As Angelo (1980:1) says that “...writing would be valuable in education since it can facilitate thoughts and enable one to think critically and deepen one’s perception.”

However the fact shows that writing is a difficult skill to learn. There are many students still face difficulties when they have to write their compositions. This is because writing is a productive skill in which the learners should be able to produce a product that is an idea which must be organized well so that it would be meaningful and communicative to the readers. This condition also happens to the English Department students. Many of them often feel unmotivated or uneasy when they are asked to write a composition. They are often faced with difficulties in getting ideas to write. Though they get ideas, it seems difficult for them to develop them in coherent and chronological paragraphs.

Based on the above condition, the writer realizes that in teaching writing teachers should present “*something*” which can help their students in getting ideas. As the writer notices that many teachers or lecturers tends to

ask their students to write by providing a title and the lists of vocabularies. Eventhough they are given some vocabularies that can be used to compose a paragraph ,they will still be faced with the difficulties in getting ideas for their composition. To this point, Bryne (1988:6) claims that “Writing doesn’t occur in a vacuum...it is the teacher’s task to provide something known and interesting to the students...enable them to get ideas to write.” Here, he or she should improve his or her technique in teaching writing in the classroom so that the students would be more motivated in learning to write.

As a matter of fact, to improve the teachers or lecturers’ writing techniques, the writer, in this present study is interested in suggesting the use of picture series as a means to teach narrative writing towards the first semester students of English Department in Widya Mandala University. Picture series are chosen because this aid is attractive and helpful for the students in getting ideas and organizing them well. In accordance with Underhill (1976:65) who says that “Well-chosen pictures that have a story to tell will help students to get ideas...” While the reasons why the writer chooses narrative writing as her scope of study are that this kind of writing has ever been learned by the first semester students when they were in Senior High School so that they still have the background knowledge about this subject and at the second semester, the students will study more about the advanced concepts of narrative writing so that this will give them good preparation to study further later on.

Although this technique of teaching writing has ever been discussed by other reasearchers, more and more studies need to be carried out since the usage and the effectiveness of the teachnique should also be proven in real application with different subjects. Therefore, in this present study, the writer would like to conduct the experimental study in order to prove the effectiveness of the suggested technique in the teaching of narrative writing.

## **1.2 The Statement of The Problem**

Due to the facts that students need “something” that can help them to get ideas to write and express the ideas in chronological order or in coherent paragraphs, the writer wants to know “What is the effect of using picture series in teaching narrative writing on the writing achievement of the first semester English Department students of Widya Mandala University ?”

## **1.3 The Objective of The Study**

The writer wants to find out whether the use of picture series in teaching narrative writing can improve the first semester students of English Department of Widya Mandala University in getting ideas to write and assist them in expressing their ideas chronologically and coherently.

## **1.4 Hypothesis**

There are two types of hypothesis, one that is called the Null Hypothesis and the other the Alternative Hypothesis. The Null and Alternative Hypothesis in this study are :

**Ho :** There is no significant difference on the narrative writing achievement between teaching writing through picture series and list of words of the first semester English Department students of Widya Mandala University.

**HA :** There is a significant difference on the narrative writing achievement between teaching writing through picture series and list of words of the first semester English Department students of Widya Mandala University.

### **1.5 The Significance of The Study**

The result of this study is expected to give a good and useful contribution for the English lecturers in teaching writing so that it can help the first semester English Department students of Widya Mandala University to make a good composition with good ideas and good writing organization.

### **1.6 The Limitation of The Study**

a. The study merely deals with one of the language skills, that is **writing skill**, since many students at the university level still consider writing as a difficult skill to learn. This is in consequence of writing as a productive skill in which one should find the ideas to write and express them in written. That's why many students often feel unmotivated when they are asked to write a composition.

b. In this study, the writer would like to discuss only about narrative writing. The reasons why she limits her discussion to narration only are that in writing narration the students are given a lot of chances to express their ideas

in chronological order and this kind of writing is not unfamiliar anymore to the first semester students of English Department since they have ever got this subject when they were in Senior High School even though the scope of discussion is not in details and finally, in the next semester, that is in the second semester, the students will study about the concepts of narrative writing more details so that this will give them good preparation to learn further later on.

c. The media that are chosen to help the English lecturers in teaching writing are picture series which consist of 4 - 6 pictures.

d. The subjects of this study are the first semester English Department students of Widya Mandala University of the year 1997 - 1998.

### **1.7 The Definition of Key Terms**

a. Writing is a purposeful selection and organization of expression. How clear the purpose and how relevant and well-organized the facts or ideas are determined through the effectiveness of writing.

b. 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 (Doughlas, 1980:7).”

c. Picture series is “ a series of three or nine pictures, normally expressing continuous actions, events, thoughts in the form of drawings (Breitkreuz, 1972:145).”

d. Narrative writing is “ a kind of discourse which answers the questions : what happened, when that is and where that is.” (Warriner, 1977:527)

### **1.8 The Organization of The Thesis**

This study will consist of five chapters. Chapter one will deal with the background of the writer’s thesis. Chapter two will discuss about the opinions of several specialists that are used to support the writer ‘s thesis. While chapter three will present the methodology of research. Chapter four will discuss about the interpretation of the findings. Finally, chapter five will cover the conclusion of the writer’s present study and the suggestions for the further research.