

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of The Study

In ELT, writing is an important skill. It is also reflected as one of the most complex language to learn. The writing process always involves thinking skills and creative skills. But not only that, but also back by strict rules. Mastering vocabulary and tenses is the major key to get a good writing. We must choose the suitable vocabularies to arrange words into sentences and expand them become a paragraphs. One of skills which students should comprehended is writing skill.

For Indonesian students, writing is very important because it includes four language skills that must be understand, writing skills are difficult. Writing is not just a symbol written on paper. Systematic instruction and practice are needed in writing. Gerot and Wignel (1994:190-290) state a number of genre in twelve types, they are: Recount Text, Report Text, Narrative Text, Discussion Text, Description Text, Procedure Text, News Item, Explanation Text, Analytical Text, Hortatory Text, Anecdote Text, and Review Text. Every Genre has a number of characteristic and it has the specific purpose which make it is difficult from other genre. The focuses is on the genre of narrative text.

Writing is a mean writers of communication through the written symbols. Giving or conveying information, ideas, or thoughts, either to oneself or others is the meaning of writing according Cohen and Riel (1989:2). Giving students writing assignments can express their ideas in using English. A combination of one or more sentences in certain sequence and connected carefully is called a text so as to form a coherent sentences according to Byrne (1997:1). We also translate our thoughts into language when writing.

So writing is an activity of providing information, making a written assignment, and pouring thoughts into sentences that are arranged well and produce meaning so that the goal is achieved from the two definition of writing in the previous section. According to the students, writing is a difficult subject because they have expressed their ideas in English and the correct order so that they can be written on a paper.

Various kinds of media are used in the classroom when teaching, like visual, audio, and audiovisual. Such as puppets in visual, tape recorder in audio, and power points in audio visual. The teacher needs to choose and adjust media is suitable and appropriate with the material when it is used in the learning process.

A picture is a form or set of lines and patterns that are drawn, painted, or painted on paper, or elsewhere especially forms that marked as shapes and objects. The use of picture in writing is one of the very good tools for providing the aim and the content. To help students solve their problems in writing, the researchers use a series of pictures when teaching writing. The series of picture makes them easily get the idea. They don't have to fantasize for a long time, they will lose their time. Students can develop their ideas in a shorter time by looking at the picture. The ELT in writing can run smoothly with the help of a picture. Callahan (1992:479) suggests “The teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to make students interest with the topic”.

With the use of picture, researchers hope the learning process can run in a pleasant atmosphere for students and can provide their ideas, inspiration and even imagination to tell stories so that they can increase their skill to make a simple essay in English narrative.

Picture can motivate and make students interested and willing to take part; picture can help use language in certain context; picture help explain objectively or can be responded to subjectively; picture can provide substitute cues through controlled practice; picture can stimulate thoughts to be used as a reference in conversation or even writing, that's the rule of picture in speaking and writing according to Wright (1989:17)

Students will explain their understanding of a picture series of a work of art that reveals details about literacy processes and strategies so that the picture becomes one of the media for learning art.

Base on this explanation, the researcher is interested in doing a research with the title “ The Effect of Picture Series to the Students' Ability in Writing Narrative Text Grade XI of SMAS Dharma Pancasila Medan.

## **1.2 The Scope of The Study**

Picture series as media in teaching narrative text for Second Grade of SMAS Dharma Pancasila Medan is the researchers focuses.

### **1.3 The Problem of The Study**

“Does the use of picture series significantly affect the student’s ability in writing narrative text at Second Grade of SMAS Dharma Pancasila Medan?” is the problem of this research.

### **1.4 The Objective of The Study**

“To find out if the use of picture series significantly affects the student’s ability in writing narrative text at Second Grade of SMAS Dharma Pancasila Medan”

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

Researchers expected to provide some significances for the following necessities, they are:

#### **1. Theoritically**

This research will be useful for the researcher in order to give the information of the effectiveness of using series of pictures and this research is also expected to give more experience in exploring the technique in ELT especially to raise the students’ capability in writing.

#### **2. Practically**

The result can be donated to add the knowledge in learning English, especially learning to writing English and can increase knowledge and provide reference material related to English writing skills.