

CHAPTER I

INTRODUCTION

In this chapter discusses about: (1) Background, (2) Research Problem, (3) Limitation of Problem, (3) Problem Formulation, (4) Research Objective, (5) Research Benefits

1.1 Background

Education serves as a fundamental avenue through which individuals acquire not only information but also wisdom, competence, and specialized skills, all essential for the holistic development of their abilities and personalities. As highlighted by (Agustria, 2020), the continuous pursuit of education is crucial for humans to enhance their quality of life, enabling them to effectively navigate and adapt to the ever-evolving landscape shaped by the advancements in science and technology. Through education, individuals equip themselves with the tools necessary to thrive in an increasingly complex and dynamic world, empowering them to contribute meaningfully to society while continuously refining their understanding and capabilities.

According to Kartikasari, Pratiwi, Hermansyah, Jaya, and Kartika (2024) Presenting materials to students is a critical phase in the structured procedures used in teaching English as a foreign language. These procedures are designed to help students acquire the language more successfully. The strategies used to teach English have a significant impact on how pupils develop their language abilities. The importance of these teaching strategies is in their capacity to meet a variety of

learning requirements and establish a stimulating and productive learning environment.

One's development of English language competency greatly depends on their ability to write. Developing this talent is essential for everyone who wants to express their thoughts, expertise, and experiences in writing. Writing is one of the four core language skills that presents the biggest acquisition obstacles (Maru, 2022). One needs to be able to produce and arrange thoughts in the English language and then skillfully turn those ideas into written writing that is both legible and coherent. (Liando, 2020) state that writing gives children the ability to express their thoughts, feelings, and experiences. One of the most crucial aspects of learning a language is writing, which requires using words in phrases or paragraphs (Pabur, 2018). Even though learning to write can be difficult, it is unquestionably essential for learning a second language.

According to (Brown, 2016), Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that facilitates mutual understanding among members of a given community. There are four main categories into which language can be divided. The four essential language skills are reading, speaking, listening, and writing covered in this scholarly discussion. Reading and listening are two examples of receptive abilities. Oral and written communication are now included in the productivity skill classification. Compared to speaking, writing presents more difficulties as a productive skill. Language is an expression tool used in speaking and writing, two separate modes of communication.

The development of writing abilities is greatly aided by writing education. (Williams, 2017) states that the goal of writing instruction is to help students understand that writing is a group activity in which the written works they produce are meant to be read by others. Whether teaching writing in a first or second language, there are challenges involved with teaching writing. The dearth of motivation to create effective writing practices is a widespread concern among students (Saleh, 2022). It requires a methodical approach whereby students learn how to come up with ideas based on their own experiences, create an outline, formulate a clear main idea, arrange sentences into paragraphs that make sense, make connections between paragraphs to make the text cohesive, then edit and polish their work until it is ready for publication.

Regretfully, modern students still find it quite difficult to learn how to write in Indonesian. Writing is thought to be one of the hardest language skills to learn and teach out of the four (Klimova, 2014). Students' writing ability development is greatly impacted by the pedagogical approach teachers used while teaching writing. Teachers who only focus on writing's surface elements miss the mark when it comes to developing pupils' genuine passion for the subject. This leads to a significant proportion of students exhibiting a lack of enthusiasm in writing. To address this problem, teachers need effective teaching strategies and materials that facilitate the development of English writing abilities. According to (Yamin, 2020), the Merdeka Curriculum's objectives realize the idea of inventive and creative critical thinking, which is followed by the capacity for cooperation and communication. According to the Merdeka curriculum, students enrolling in

senior high school who are tenth graders must develop strong text writing abilities. As such, it is essential that students be able to produce written works that are based on narrative textual materials.

To assist students in meeting their learning goals, educators frequently used a variety of media as instructional tools. Learning media have a significant impact on teaching and learning activities, particularly when it comes to enhancing students' interests and learning capacities. As a tool for improving and enhancing learning environments, media is crucial (Halim, 2020). Within the walls of the classroom, the media plays a critical role in supporting the teaching and learning process. As per (Brown's, 2012) findings, the incorporation of instructional media in educational pursuits has a notable impact on the effectiveness of learning outcomes.

According to (Arsyad, 2010), media or props can also serve to make the way information and messages are presented more clear, which can help to boost the process and outcomes of learning. Moreover, narrative essays are boring essays, according to (Ahmadi, 2009). Thus, there is very little motivation to learn how to write essays. Students' inventiveness when studying language and literature is also impacted by this. Picture series is one type of media that instructional staff can employ in this situation. Aside from being more realistic and tangible, picture series can also show specific subject matter, solve puzzles, and clear up miscommunications. According to (Sari, 2015), using visual media like picture series might help students become more interested in what they are studying.

Actually, it could inspire pupils to write with fresh thoughts in addition to piqueing their curiosity.

Picture series serve as a suggestive atmosphere creator, stimulus and at the same time a bridge for students to imagine or create images and events or events based on the theme of the serialized images shown. The pictures are related to each other so that it is a series of stories/events. Each picture is numbered according to the sequence of the story (Soeparno, 2018). This media is very suitable for practicing written expression skills, especially writing recount texts. By observing the pictures spread out in the classroom, students are expected to obtain certain concepts in accordance with the theme being discussed. Then in the next step students are asked to pour back into a text in writing.

Research conducted by (Asriani, 2022) in their research entitled "The Effect of Picture Series Towards Students' Writing Skill In Recount Text at The Eighth Grade Students' of SMPN 6 Malingping Lebak-Banten" concluded that there is a significant effect of picture series on students' writing skills in recount text with a significant value (p-value) = 0.000 where the value is smaller than $\alpha = 0.05$. Another similar study conducted by (Ria Anggarini, 2019) with the research title "The Effect of Using Picture Series on Students' Writing Recount Text at the Eighth Grade Students in SMPN 6 Jambi" states the effectiveness of using picture series in writing recount texts, where there is significant progress in writing student recount texts.

The importance of this research lies in the effort to understand more deeply the effectiveness of using picture series in teaching recount text writing to eighth

grade students. By understanding the needs and characteristics of students as well as the typical learning environment at SMP Negeri 1 Pedamaran, this research aims to complement these insights.

In the context of the Indonesian education curriculum, writing ability is an important and often challenging skill for students. Therefore, effective learning development strategies such as the used of picture series can make a significant contribution to improving students' writing skills. This research aims to provide a better understanding of how the used of image series can improve students' abilities in writing recount texts, with a focus on the eighth-grade context at SMPN 1 Pedamaran.

By gaining an in-depth understanding of the effectiveness of using picture series in teaching writing, it is hoped that this research can provide a valuable contribution to curriculum development and learning practices in these schools as well as provide useful information for teachers and educational researchers at the local and national level.

Some of the research results that have been described previously, show that the used of picture media is effective in improving recount text writing skills in junior high school students. Therefore, the researcher is interested in conducting further research with the research title "The Effectiveness of Picture Series in Teaching Writing Recount Text to The Eight Grade Student of SMP N 1 Pedamaran".

Recount text is a kind of text that used to retell about past events which has a purpose to give the reader an explanation about what happened and when it

happened. In addition, there are several types of recounts such as diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts). A recount text has a generic structure that consist of orientation (opening), a series of events, and reorientation (closing).”

1.2 Research Problem

a. Problem Identification

Based on the background of the problem above,the problem identification is as follow:

- a. The students are not enthusiatic in writing
- b. The teacher only focuses on surface elements of writing

b. Limitation of Problem

The limitation of the problems in this study are as follow.

- a. The learning Media studied was writing picture series.
- b. Writing material for eighth grade students in this study recount text material about Buy book.
- c. The learners who are the object of this research are eighth grade students of SMPN 1 Pedamaran, education years 2023/2024.

c. Problem formulation

From the above understanding, it could saw that the problem in this research are formulated a follows:is it effective to used picture series in teaching writing recount text to eighth grade student at SMPN 1 Pedamaran.

1.3 Research Objectives

Research Objectives for the Evaluates of the effectiveness of Picture Series in Teaching Writing Recount Text to Eighth Grade Students of SMPN 1 Pedamaran.

- a. To compare and contrast the achievement of recount text writing skills among students who received instruction through a series of pictures and those who received conventional instruction as the control group.
- b. To see how students reacted to the used of picture series in writing instruction to tell a story from the text.

1.4 Research Benefits

This research is expected to have the following benefits.

a. Theoretically

Provide information and alternatives to English teachers about the significant effect of Picture series on students recount text.

b. Practically

1. Teacher

The effectiveness of the picture series could improve students' understood of the structure of recount text, help hone their writing skills, and stimulate their imagination. Teachers could used image series to spark student creativity, enrich learning experiences, and provided visual context that supports the learning process of writing recount text.

2. Students

Used a series of images in learning to write recount text could made learning more interested and interactive for students. It helps students develop their