CHAPTER I
INTRODUCTION

1.1 Background

Writing is a process of combining words into sentences which arranges those sentences into paragraph that make sense. Writing is also thought as expressing ideas that cannot be spoken on a paper which logically make sense. It will help us to share our ideas to other without speaking any words. Many students in Indonesia sometime feel afraid and shy to speak what they want in English. They can tell what they think and what they want by writing it down. Writing is one of the solutions for them to convey the idea to others. But, they also face some difficulties in writing it down on the paper. As Jack C. Richard (2002) states that writing is the one of the difficult skills to master.

Writing is a complicated process that involves the interaction of motor and language skills. It relies on good fine motor functioning, visual-motor planning, attention, sequencing, thinking, memory, and knowledge of grammar, sentence structure, vocabulary and the purpose of writing. It also involves visual monitoring with the coordinated use of both eyes.

In Indonesia, English is considered as a foreign language. However, it has become popular and is used widely. The importance of English makes it is taught in all stages of formal education. Teaching writing in Junior High School is important since it is one of the compulsory subjects. Besides that, teaching English in Junior High School is targeted to teach the students to achieve a functional stage. A functional stage means commutative both orally and written to overcome the problems in the daily life.
Students of Junior High School are required to understand the nature of writing and to produce various functional texts, monologue, and essay in form of procedure, descriptive, narrative, recount, and report text. Regarding to the text types, the seventh graders deal with procedure and descriptive text. To teach writing in Junior high school teachers must have interesting media. They can use pictures, game and etc. In the Junior High school, they learn about text type, sometimes teachers do not give students opportunities to practice but they are suddenly ask their students to write without give them guidance before does it. In this situation, students are confused about what they must be written in their writing. So, it is important if the teacher must give guidance to their students before students write a text. This research is use procedural text as the main text. Procedure text is choosing because the time of the research appropriate with the syllabus of the school. And procedural text has the same purpose with the picture series that tell the events.

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing. Therefore, many problems are faced by teachers and students.

The first is “the less proficient writer” problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The second problem is “I can’t
write English” problem. Students are usually giving up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking students’ papers. The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences.

Those problems are likely what researcher faced when teaching in Junior High School 17 Jambi City as the pre service teacher. The researcher found that students had lack of knowledge in learning writing. They could not write when teacher asked them to write because they did not have proficiency in writing. The students were also easily giving up when they do not know what next to be written. Before this research is conducted, the researcher already observed the students ability in the class and discussion with the teacher. The problem that face were quiet similar with the problems that face by the students when the researcher taught as a pre-service teacher. Those problems that face by the researcher are likely the same. For those reason, the researcher would like to apply an action research to this class to solve the problem so that the students’ ability in writing will be improve. The researcher would like to implement a technique by using Series of picture as the media to teach student. Pictures series will help them easy to understand and write a writing text.

Picture is one of visual aids used to help students to understand materials to be learned. Picture is a useful media in teaching-learning activities. By using
picture, student will easy to create their own mindset to catch the lesson. Besides, picture as an instructional media that can create enjoyable atmosphere in teaching-learning activities. Another beneficial aspect of using picture is that picture can attract students’ attention and its’ can raise students motivation and interest in learning English, especially in English text.

In this research, the researcher focused on the sequences of picture series as a visual aid in teaching English Procedure text. As Betty Morgan Bowen (1973) said that “picture sequences is a series of picture of a single subject. Its function is to tell a story or a sequence of events.” It is same with the purpose of procedure text, to guide writer to understand the steps of making things.

Based on the background above, this research has purpose to investigate the use of picture series in teaching writing procedure text at Junior High School 17 Jambi City.

1.2 Questions of The Study

To guide this study, the researcher already formulated the problem into question as follow: How to improve students’ skill at SMP N 17 Jambi City in teaching writing of Procedure text by using picture series.

1.3 Objective of the Study

The objective of this study is to improve students’ writing ability in writing procedure text by using picture series in teaching writing Procedure text at SMP N 17 Jambi City.
1.4 Limitation of the Study

This study focused on the use of picture series in teaching writing procedure text. The participant of this study is the 7th grade student of SMP N 17 Jambi City that chose integrated with some condition. The location of this research will do in Junior High School 17 Jambi City.

1.5 Significance of the Study

The researcher is expected result of this research would be useful for the teacher in teaching writing English text, especially in writing procedure text. By the result of this research, the teacher is expected to implement in teaching writing English text to improve the students’ skill. Then, this research is also expected would be useful for students understanding how to write English text easily. Additionally, this research is also expected to provide preference for student who is interested in the same research.

1.6 Definition of Key Term

To avoid misunderstanding and misinterpretation about the terms, they are defined as follows:

1. **Picture** is one of visual aid used to help students to understand materials to be learned.

2. **Procedure text** is a piece of writing that tells us information of making or doing something through several steps or directions.

3. **Action research** is a professional growth strategy that can broadly define as an individual or collective inquiry within one’s professional practice for the purpose of self-improvement, thereby increasing the probability of greater student learning.”