

CHAPTER I INTRODUCTION

A. Background Of Study

In several countries, like Malaysia, Singapore, and India, English is their second language. However, in Indonesia, English is considered a foreign language. A foreign language is "one not much used in the learner's immediate social context, which might be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application."¹

English is a foreign language lesson that students in Indonesia must learn. There are four aspects of skills in English that have been formulated as a standard of basic competence and competence in junior high schools, namely: reading, speaking, writing, and listening. To master writing skills, students have to do a lot of practice. Because writing is not an easy skill to master, and not is it an intuitive ability that a person is born with.² Writing is a part of language talent that must be mastered by junior high school students because writing is an important part of learning to reading, listening, and speaking.. It is imperative to know that the reason for writing is too specific thoughts and create ideas by the creator within the shape of writing pointed at giving data and news to perusers. Indonesian and English are two languages that have differences in spelling, sentence structure, and meaning. This allows us to

¹ Muriel Saville and Troike, "*Introducing Second Language Acquisition*", (New York: Cambridge University Press 2006) p 4

² Tias Sil Romansyah, "The Effect Of Picture Series on Students' Writing Ability of *Recount* Text", (Jakarta : UIN Syarif Hidayatullah Jakarta 2007) p 3

find many students who have difficulty in writing activities in Indonesia.³

The thoughts of students saying they couldn't or didn't like writing was very influential. It can also be caused by a lack of self-confidence, thinking that they can't, or perceiving writing as a boring activity⁴. Therefore, we need to involve students in easy and fun activities right from the start, so that learning to write becomes an activity that is usually done in the classroom, no longer a strange or scary activity and allows students to master writing skills quickly.⁵ In writing, some aspects should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary. Teaching writing is a complex activity.⁶ Some of students do not experience progress in their writing skills. Many teachers are less interested in teaching writing because they only test students' writing in class. Therefore, in teaching and learning activities, the teacher must have great interest and strategy.

Kind of text in Indonesia such as a report text, descriptive text, procedure text, narrative text and recount text are thought and stated in the curriculum as part of English Lesson students should master.⁷ Recount text is the most commonly used text, so researchers want to research this recount text.

³ Hayati, "*An Analysis Gramatical Errors in yhe Students Recount Text Writing*". (Jakarta : UIN Syarif Hidayatullah Jakarta 2012) p 1

⁴ Results from an interview with an English teacher MTs Islamiyah Nirwana OKU Timur

⁵ Jeremy Harmer, "*How To Teach English, Second edition*", (Pearson Education Limited 2007) p 113

⁶ Vania Teska Novita, "*The Effectiveness Of Teaching Writing Through Picture Series To Grade Viii Students Of Smpn 3 Sleman*" (Yogyakarta : Universitas Negeri Yogyakarta 2014) p 1

⁷ Erik Isnur, "*The Effectiveness Of Using Picture On Students Writing Of Recount Text (A Quasi-Experimental Research At The Eight Grade Students of MTs Ar-Ridho)*" (Banten : UIN Sultan Maulana Hasanuddin 2019) p 3

Recount text is the text that tells people's experiences that happened in the past and has three parts. Recount text learning in school is usually done by writing down students' personal experiences based on their memories without being given the media to help them. It can limit their ideas and vocabulary for writing. This causes them only to be able to write short texts. So that an attractive picture series media is needed so that it helps them collect ideas in writing.

The picture is one of the media commonly used, and it can be given effortlessly by teachers. The illustrations of the picture are portrayed, outline, photo, etc. Picture as a rule used is photo since it reminds and tells students almost what happened. Teachers are inquired to use all of the conceivable media to assist students in examining effectively and fun. The picture is one of the valuable media to make it fun and simple because it can offer assistance to them to construct their thoughts, create a cohesive and orderly sentence, and use more vocabularies based on the grant since a few of the students need wording. Usually, one of the causes feels troublesome to talking and composing. Pictures can moreover be used to provoke their creative ability in building writing thoughts based on the pictures they see. There are a few components that are regularly found to form it troublesome for students to compose.

The students of MTs Islamiyah Nirwana OKU Timur 8th grade have relatively low writing skills. They should have the ability to write and convey ideas well, but many of them can't. Often they find it challenging to use the right words, which hinders their writing ability. Moreover, recount text is a text that tells things that have happened in the past, which they often need media to help them remember it.

Finally, the author intends to research with the title "**The Effectiveness Of Picture Series**"

Media In Writing Recount Text Of The 8th Grade Students Junior High School”

B. Formulation Of The Problem

1. How are the students' writing recount text before the application of a picture series media?
2. How are the students' writing recount text after the application of a picture series media?
3. Is there any difference in the students' writing recount text skill before and after the application of a picture series media?

C. Research Purposes

1. Explain the students writing recount text before the application of a picture series media.
2. Explain the students' writing recount text after the application of a picture series.
3. find out the differences between students' recount text writing before and after the application of picture series media.

D. Significance Of The Study

Based on the purpose of writing this research is expected to provide benefits;

1. The Theoretical Benefit

Theoretically, it is hoped that this research can contribute to science. so that in the future it can be a foundation for future researchers.

2. Practical Benefits

- a. The English teachers, the results can provide a commitment to developing information for English teachers to make progress in students' writing abilities using different ways.
- b. The students, the results of this research are expected to help and make it easier for them to find ideas when writing correctly and attract them to write in English.
- c. Other analysts, this research results in learning English can be beneficial to provide accurate data.

E. Systematics Of Writing

Systematics of writing is a description of how the writing procedures of this thesis proposal make it easier to understand, the following is the system of professional writing;

CHAPTER I INTRODUCTION

This chapter discusses the introduction, contains the background of research, the problem of research, the purpose of research, the significance of the research, and the organization of the writing.

CHAPTER II THEORETICAL BASIS

This chapter discusses the contains a discussion of the theoretical basis, contains a description of the theory, previous research, a framework of thought, a hypothesis.

CHAPTER III RESEARCH METHOD

This chapter discusses the types and approaches used, Research Settings, Population and Sample, Variable Operational Design and Definition, Instrument Validation and Reliability Tests, Data Collection Techniques and Data Analysis Techniques.

CHAPTER IV RESULTS OF RESEARCH AND DISCUSSION

This chapter discusses the description of research place, result of research, data analysis and discussion

CHAPTER V CLOSSING

This chapter discusses the conclusion and suggestion