

# CHAPTER I

## INTRODUCTION

### **1.1. The Background of the Study**

In Indonesia, English is introduced as a foreign language. It is used more common as a tool of communication and a way of getting more information in science, industry, technology, economy, and the most important is for education. English is taught from Elementary School level to University level. Students learn the four language skills namely listening, speaking, reading and writing in addition to the vocabulary and grammar. Among the four skills, writing is considered as a difficult and boring subject; therefore, it is important to attract students in learning how to write and to be interested in writing.

Writing for Elementary School Students is a process to communicate ideas in written form. The purpose of writing for Elementary School Students in English lesson is to enable students to make good sentences. For Elementary School Students, the first step to write a composition is making simple sentences. The concept that writing is a process is very useful to young writers (Olson, 2003). Elementary School Students will know that writing is done in steps: comprehend the words or vocabulary used, understand the plot of the story, and start writing.

Most Elementary School Students are unable to organize and use good and correct grammar in their writing. Most of them find difficulties in combining words or sentences to produce a good composition. These difficulties can decrease their motivation to write and get more ideas in producing their writing.

The difficulties of Elementary School Student to write is as mentioned on Ann Raimés' book entitled Techniques in Teaching Writing. Students find difficulties to write in foreign language especially in finding and expressing ideas. Moreover, they also get confused in using the rights words and grammar (Raimés, 1983, p. 13).

Picture series can be used to give ideas for Elementary School Students to write. Picture series will make students motivated to write as it helps to develop their ideas. In other words, picture series help students get ideas, and then they can start creating a sequence of sentences about the story.

In this study, the writer is interested in finding out the effects of using picture series in improving students' writing skill. The technique of teaching writing by using picture series is chosen to give influences in improving students' writing achievement. Picture series facilitates students to get more ideas according to the events in each picture. This aid will make students more interested in making a composition.

### **1.2. The Statement of the Problem**

The study is an attempt to find out the effectiveness of using picture series in writing's achievement of Elementary School Student. The question is formulated as follow:

Does picture series significantly improve Elementary School Students' writing ability?

### **1.3. The Objectives of the Study**

In line with the mentioned problems above, the objective of the study is to find out the effectiveness of using picture series in teaching writing to Elementary School Students. Explicitly, the objective is to see

whether picture series give different positive effects to Elementary School Students' writing skill, in terms of the content, organization, language use, and vocabulary.

#### **1.4. Theoretical Framework**

The writer uses the theories that deal with the teaching of writing to Elementary School Students and picture series. Sokolik (2003) stated that writing is a combination of process and product. The purpose of writing is to express the ideas of feeling to the readers. In order to motivate students to write, a certain technique can be used as to stimulate them in giving respond toward the teaching learning activities. Picture series used as the media to help students in the teaching of writing, as stated by Raimes (1983, p. 36) said that a set of parallel pictures that show a similar scene or tell a similar story provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

#### **1.5. The Hypothesis**

According to the theoretical framework above, the writer uses the two kinds of hypotheses. Those hypotheses are:

The  $H_0$  or Null Hypothesis: picture series does not improve Elementary School Students' in writing achievement significantly.

The  $H_a$  or Alternative Hypothesis: picture series improves Elementary School Students' in writing achievement significantly.

#### **1.6. The Significance of the Study**

Basically, the findings of this study are expected to see the effectiveness of using picture series in improving Elementary School

Students' writing skill. The use of picture series is also expected to give approaches for teaching writing to help students become more interested and confident in writing.

Practically, the study will be expected to give contributions to support the advantages of using picture series in teaching writing to Elementary School Students. In addition, the result of this study is also expected in motivating students to write.

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

As a means of clarification, the following terms need to be defined:

- a. **Picture series** is a series of three or nine pictures, normally expressing logical or continuous actions, situations, thoughts, or scenes in the form of sketches or drawing (Breitkreus, 1972:145).

In this study, picture series used presents the sequence of an event.

- b. **Writing** is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (Harjanto & Tukan, 2006)

In this study, writing that used is making sentences based on the pictures provided by the writer in which related to the level of the Elementary School Students.

### **1.8. The Scope and Limitation of the Study**

In this study, the pre experiment of single-group pretest posttest design which is done for one class of fifth graders of SD YPPI IV Elementary School as the experimental group who have been chosen by the writer. The writer uses picture series which is telling an event as the aid to have students write the story based on the pictures given.

### **1.9. The Organization of the Study**

This study consists of five chapters. Chapter I deals with the background of the study, the statement of the problems, the theoretical framework, the hypothesis, the objective of the study, the significance of the study, the assumption, the definition of key terms, the scope and limitation of the study, and the organization of the study. Chapter II discusses the review of related theories and related study. Chapter III describes the research methodology. Chapter IV describes the data analysis and the interpretation of finding. Finally, Chapter V deals with the conclusion on the writer's study and suggestions for the future researchers.