

CHAPTER I

INTRODUCTION

Chapter one of this thesis will discuss some topics, they are: background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation, hypothesis, definition of key terms, and organization of the thesis. Each topic is discussed as follows.

1.1 Background of the Study

Nowadays, English becomes one of the languages that is used as an international language. Almost every aspect of life uses English to communicate whether in the form of written or spoken. However, in order to be able to use English to communicate one must master the four language skills, namely reading, speaking, listening, and writing. Speaking and listening support the oral communication, while reading and writing help in written communication. Learning English can give chances to those who learn it to broaden their knowledge and they will not miss the information. As French (1963:1) says:

“ Anyone who can read English can keep in touch with the whole world without leaving their own home. Without knowledge of English, a young man or woman who is starting on a career is gravely handicapped... “

Today, English is needed by those who want to get positions in this competitive era. Communication is one of the ways to reach the opportunity. Due to the facts above, it is also important for senior high school students to learn English as one

of their preparation in the world of work competition for the future. They will not be left behind but they can follow the world progression.

According to the 1994 curriculum which is used as the orientation for all senior high school teachers in order to teach English, the language skills which should be taught in SMU are Reading, Speaking, Listening, and Writing. The government of Indonesia puts emphasis on the reading skill as the primary objective of English language teaching at SMU.

Writing is, in fact, an important skill to be learned. Since by mastering the writing skill, one can communicate in the written form. D'Angelo (1976:5) points out that writing is a valuable education because it facilitates thought. Through writing, students can create relationship with someone who is in milestones. They will also be able to keep their ideas and can be remembered anytime. French (1963:71) points out, "...We learn to write, so that (1) we can communicate with someone we cannot speak to, (2) we can record things that we want to remember by ourselves or things that we think people would like to know or hear about." Writing can store many important things, such as memories in the past, news, important files, or even one's feeling, and also everything that has happened into one's life. Furthermore, written communication has been used in almost every side of living. Lorch (1984:4) claims:

"...Our culture still depends on writing. We write for economics as well as social reasons. Many jobs today require a college degree; a college degree requires effective writing. Students must take essay tests, write term papers, complete laboratory reports, or do case histories to complete programs of study."

Even in the educational world, someone is using written communication. Such as filling a registration form, doing academic tasks, completing assignments, and also making a final report. In the world of work, communication in writing is also used. The simplest example is in making an application letter.

During her PPL at one of the senior high schools in Surabaya, the writer found out that writing was rarely given to the students. That is why even though writing gives advantages for senior high school students, many of them find it difficult to get ideas to be developed into a composition because they are not getting used to writing. They also find difficulty in arranging their ideas into coherent sentences and sometimes they do not know where and how to start to write their composition. This situation is stated by Memering and O'Hare (1980:19):

“...Many writers, especially inexperienced writers share a common fear: the fear of writing. You may be one of those who fear. Writing is too complex, too subjective, too mysterious to learn. There are even some writers who fear that writing requires some special talent or genius...”

Certain students regard writing as something that is so difficult to learn. They think that they will not be able to make a composition since they are not gifted in writing. Besides, students often feel bored when they get writing lesson because it is taught monotonously. For example, the teachers start the lesson by explaining theories and pattern, giving a topic to be developed, asking the students to write based on the topic, and finally collecting the assignment. That is why their motivation to start to write should be pushed out and they should be helped to get ideas.

There are some techniques of teaching writing that can be applied to help students in finding ideas and then arranging them to the form of composition which is logical, meaningful, and understandable; and also in eliminating boredom. Many educational experts agree that pictures and dialogue can be used as the alternative teaching aids to teach writing. Raimes (1983:29) says that pictures can encourage students in learning writing. While Stanulewicz (1990:145) states that pictures do not only encourage students to write but also erase students' boredom. Dialogues can also be used to teach writing since they provide students with ideas to write (Finnochiaro and Banomo 1976:116).

The techniques of teaching writing by using pictures and dialogues are chosen in order to prove how these two techniques can influence the students' motivation and their writing achievement. Further more, this experimental study will also compare the use of pictures and dialogues to teach writing in order to ascertain which one of the techniques is more effective.

1. 2 Statement of the Problem

Related to the background of the study, this experimental study is designed to compare the effect of teaching writing by using picture series and dialogues on the writing achievement of the second year students of senior high school. With this study, the writer would like to answer the questions as follows:

1. What is the effect of using picture series and using dialogues in teaching writing on the second year SMU students' writing achievement?

2. Which one of those two techniques is better to be used to teach writing, picture series or dialogues?

1. 3 Objective of the Study

Through this experimental study, the writer wants to find out the effect of using picture series and dialogues on the students' writing achievement and also to find out which one of those techniques is more effective to be used to teach narrative writing.

1. 4 Significance of the Study

The result of this study is expected to give contribution to the English teachers of the second year students of SMU about using picture series and dialogues as the alternative teaching aids to teach narrative writing.

1. 5 Scope and Limitation

For having a specific discussion about this study, it is important for the writer to limit the points that will be discussed. They include:

- a. This study is limited only to the use of picture series and dialogues as the alternative aids to teach narrative writing.
- b. This study is only focused on narrative writing.
- c. The subjects of this experimental study are the second year students of SMUK. Hendrikus Jl. Arief Rahman Hakim No. 40-44 Surabaya.

1. 6 Hypothesis

In conducting this study, the writer uses two kinds of hypotheses to prove whether there is a significant difference between the groups or not. Those hypothesis are :

The Null Hypothesis

There is no statistically significant difference in the writing achievement of students taught through picture series and through dialogues.

The Alternative Hypothesis

There is a statistically significant difference in the writing achievement of students taught through picture series and through dialogues.

1. 7 Definition of the Key Terms

These definitions of the key terms are used to avoid misunderstanding and the ambiguity of the terms that are used in this study.

a. Writing

This term is used to mean writing as a connected text and not a single sentence (Raimes, 1983:30). In this study is related to a narrative writing.

b. Narrative Composition

Narrative is a story or tale, orderly account of events (Oxford Dictionary)

c. Picture Series

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 (Breitkreuz, 1972:145)

d. Dialogues

According to Oxford dictionary (1986:238), a dialogue is a conversation or talk between two people or more. In this study, dialogue is used as a teaching aid to teach writing.

e. Achievement

Page and Thomas (1979:10) use this term to describe performance in the subjects of the given curriculum. In this study, achievement is related to the subjects' writing performance only.

f. Writing Achievement

The performance of a writing course, which in turn indicates one's writing ability. It is represented by the students' grade.

1.8 Theoretical Framework

West and Stemmel (1979:11) regard writing as a process which covers four basic processes which are applied in all kinds of writing. Those processes are getting ideas, organizing and structuring, imprinting personal style and handling mechanics. Writing does not simply pour ideas but should also arrange them in such a way so that it will be meaningful and understandable. Raimes (1983:3) states that there is a close relationship between writing and thinking. There are factors that should be concerned before starting to write. While D'Angelo (1976:5) says that writing is a valuable education since it facilitates thought.

In order to motivate and to interact students in following the writing class, certain techniques can be used to stimulate students in giving response toward the

teaching learning activities. Those techniques are given to the students in the form of media. As stated by Kemp and Dayton (1985:36): “media are channels through which content stimuli and presented to the learner-stimuli to motivate, direct attention, inform evoke a response, guide thinking, instruct, or whatever”. According to Adiharjo (1989:19-23), there are five kinds of media, namely visual aid, audio aid, visual audio aids, three dimensional and dramatic expression. Picture series and Dialogues are included in visual aids and they are chosen as the alternative aids to teach narrative writing. Raimes (1983) and Stanulewicz (1990) point out that picture series can help students since they could arise the students’ motivation in learning to write. Meanwhile, Dobson (1972) states that dialogues consist of information about sentence patterns and vocabularies that can assist students in writing. Both techniques should be prepared and selected carefully so that they are really help students to start to write.

1.9 Organization of the Thesis

This thesis consists of five chapters. Chapter one deals with the introduction of the study, chapter two discusses about the review of related literature, and chapter three covers the methodology of the research. Meanwhile in chapter four describes the data analysis and the interpretation of finding and chapter five presents the summary of what have been discussed in previous chapters and also presents suggestion that should be considered by the readers and the future researchers.