

1. INTRODUCTION

This chapter deals with background of the problem, formulation of the problem, objective of the research, uses of the research, scope of what was dealt in the research, and definition of terms.

1.1 Background of the Problem

Guideline of School Based curriculum/ Kurikulum Tingkat Satuan Pendidikan (Depdiknas : 2006), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in KTSP for English subject the students have to master three aspects of writing i.e. vocabulary, pronunciation, and grammar and four skills in English. In addition, there are four skills that should be mastered by the students.

- a) Listening skill refers to the ability to catch the message or meaning through audio or hearing.
- b) Reading skill refers to the ability to understand or get the meaning of written or printed words.
- c) Speaking demands the ability to use the language in the oral form.
- d) Writing skill refers to the ability of putting information or message in a piece of paper or in appropriate on a form.

Especially in the case of writing skill, this skill is considered the most difficult language skill to study. This is true since naturally writing included some aspects according to Jacobs in Juniati (2008:27) such as content, organization, vocabulary, grammar, and mechanics.

Although, writing is considered a difficult skill for Indonesian's students, it is highly important skill for mastering. Teaching English in Indonesia puts genre as the main tool in language learning. The arrangement of curriculum is based on the genre. In Indonesia, there are twelve genres such as description, anecdote, discussion, explanation, narrative, procedure, recount, report, new item, review, analytical exposition, and hortatory exposition.

Being able to identify the types of genre would help the students to write a written text by using the format involving structure patterns, form of organization used in the text, and the ways of organizing information in paragraph used for communicative purpose. For that reason, the students had to be able to understand and create the genre of text coherently according to the social function and generic structure.

Previous study concerning writing skill conducted by Hernawati (2007:2) shows that some students had trouble in their writing tasks because of the lack of grammar and vocabulary aspects which the students need in order to be able to formulate their thoughts into English composition.

Another study conducted by Novianti (2010) shows that the students still found difficulties in writing. Students mostly complained that they did not know how to

write and they could not link sentences into coherent ideas. Actually, they knew or had the ideas of what they were going to write yet they did not know how to put them into words especially in English. It is then apparent that the students will find it difficult to start their writing as they are handicapped by inadequate understanding of how to organize their ideas and interests into a written form.

Apparently, according to previous studies, writing is not an easy skill for students to master because they get difficulties when they have to write the kinds of texts in English. They need a lot of time to produce good writing. Consequently, in teaching learning process students should be taught how to plan and organize the ideas and all supporting details in writing especially in procedure text so that they can produce their writing well.

Everyday, students face the activities which relate to procedure text. For instance, when they found the direction to use their new shoes, operate their mobile phone, make some food or drink, they read sequence of procedure to make and operate them. Unconsciously, they have done the procedural activities. However, when they are asked to write the procedural text in English, they will get confused. They do not know how to express their idea in written forms.

In line with the problem of how to plan and organize the ideas or supporting information, there are many media which can be used to teach writing procedural text such as sequence of pictures. Sequence of pictures is one of the media which can be used by the students to develop their ideas. In addition, sequence of pictures could stimulate the student to construct their idea in composing procedure text. These activities made students more active in learning process and at the

same time, it makes their learning more meaningful and fun for them. Students understand the material easier to make a new idea by using pictures because they do not only listen to the material but also see it.

Sometimes, the students felt bored when they create a kind of text without any interesting case. They were more interesting to compose text by using pictures. For that reasons, this research dealt with implementing sequence of pictures to improve students' ability in procedure text. Sequence of pictures was useful for the students to compose procedural text since it could help the students to arrange the steps in procedural text become coherent sentences. In addition, sequence of pictures could guide student's idea consecutively by using it. The students could understand the action which happened first, second, and next.

1.2 Formulation of the Problem

In reference to the background above, the formulation of the problem is as follow:

Can sequence of pictures improve students' writing skill in procedure text?

1.3 Objective of the Research

According to formulation of the problem, the objective of the research was to investigate whether implementing sequence of pictures can improve students' ability in writing procedural text.

1.4 Uses of the Research

It was expected that the result of this research could have the following uses:

- 1) Theoretically
 - a) This research confirmed previous research that picture series or sequence of pictures could improve students' writing ability.
 - b) The result of this research can be used as the reference for those who want to conduct the research in English teaching learning process especially in writing skill.

- 2) Practically
 - a) For the teacher
 - The result can become an input to present the step and strategy for teaching procedure text. Therefore, we can reach the maximal teaching as a feedback to improve the process of English teaching learning especially in writing and it can serve as important information in using media to improve the quality of teaching writing.
 - b) For the student
 - The students' achievement in writing procedure text will improve.
 - The students are able to write better especially in arranging the procedure text by using sequence of pictures.

Apparently, sequence of pictures gave the contribution and benefit for teacher, students, and so on.

1.5 Scope

This research was focused on the improvement of teaching writing using sequence of pictures for the first grade of Senior High School students. This was because the first grade of Senior High School students had already learned about structure, vocabulary, and reading comprehension in previous grade. Sequence of pictures would guide the students in composing procedure text efficiently.

1.6 Definition of Terms

There are some definitions of terms:

Writing

Is a specific ability, which helps writers to put their thoughts into words in a meaningful form and mentally interact with the message. This ability can be used to construct the writing text by using sequence of steps or actions.

Procedure text

Is a kind of type that designed to describe how something is accomplished through a sequence of actions or steps.

Sequence of pictures

Is a picture series number of related composite pictures which are linked to form a series sequence.