

I. INTRODUCTION

This chapter elucidates some points. They are background of the research, identification of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Research

Language is very important for interaction and communication in our everyday lives. It has function as a tool which connects us with our surroundings. It is even like an attribute for human. Starting from the day we were born we used it or some form of it to communicate. By using a language we can gain information, knowledge, and express feeling as well as emotions.

There are many languages used by people in this world these days but English is the most commonly used language among foreign language speakers. Richard and Theodore (1986: 1) in their book said “Latin was most widely studied as a foreign language five hundred years ago. However, English has become the most widely studied foreign language today”. English is also now taking an important role in the chance of getting a job. Many companies put English proficiency both oral and written form as one of the requirements in job vacancies they offer.

Indonesia uses English as a foreign language (EFL). EFL countries do not use English in daily conversation yet for its global acceptability, English is taught in schools. Ministry of education affairs of Indonesia even has arranged the curriculum which in there English is stated as a compulsory subject to be taught. According to Hakuta (1986) children enrolled in foreign language courses demonstrate stronger cognitive skills, particularly in the area of creativity. An added bonus: those with competency (not necessarily fluency) in more than one language tend to have higher intelligence scores on standardized tests

There are four skills to master in learning language. They are reading, speaking, writing, and listening. Speaking and writing are deemed as productive skills, while listening and reading are receptive skills. Alexander (1975: 197) said in his book that the most important of all basic language skills were speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".

Researcher also believes speaking and writing are important skills to master, but writing takes her attention more. Writing is a thinking process where the writer communicates her/his ideas, experience and interests in written form with the reader. Not all people can speak like the mute, not all people can listen like the deaf, so besides using body languages they also write in order to make people understand what they mean. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

In principle, to write means trying to produce or to reproduce written message. That is why before writing we need to determine what to write. We should have something meaningful to convey. Effective writing, particularly in academic context, depends on more than the application of correct sentence. It requires a combination of a clear set of rules and communicative application that serves effective communication.

However, writing is often considered as a abstruse skill to master. This is because writing skills involve things that students need to pay attention more like content, grammar and vocabulary that lead to achieving unity and coherence in its composition. Moreover, it is more difficult when we talk about writing in a foreign language which is a complex process involving the ability to communicate in foreign language and the ability to construct a text in order to express one's idea effectively.

Writing activity in the classroom should provide students the chance to participate in writing as a holistic process of composition not just controlling sentence structure, grammar, or paragraph development if the main goal of the writing is to enable the students to write effective communication. In 2011, when the writer conducted her teacher training program (PPL) in SMA Negeri 1 Kebun Tebu, West Lampung, she found many students there were weak in making a good paragraph. Almost 70% students did not know how to link main idea with supporting details systematically. It means that paragraph they made were not good or acceptable enough. The students also did not really pay attention to the

topic enthusiastically. Therefore, she thought that the teacher should try another strategy that could stimulate students to enjoy the material.

The strategies should motivate the students to write and allow them to enjoy the writing so that the difficulties can be minimized. Strategies in teaching writing are various. Teachers may use teaching media as their strategies to make them easier in presenting the materials. By using teaching media, teacher can increase the students' motivation and create an interesting learning atmosphere.

Determining the appropriate supporting equipments in the classroom also can be done by choosing common teaching media. Media is one thing that is offered by many experts as a tool to increase the interest and motivations of the study. That is why the ability to use a good teaching media is one of competences that every teacher must have. The students' learning depends on the effectiveness of the teachers' teaching technique. The use of varied in teaching English techniques is not only for adjusting the material with the situation but also for avoiding the students' boredom or a lack of interests. Therefore, besides the students can understand the material easily and reach the best mark, they can also find the learning process very enjoyable.

One of the common teaching media is picture. It tends to be practical and easy to use. Teachers can deliver certain questions and ask the students to explain a word or a material simply by showing or pointing on pictures while the students are busy guessing what really happens in the pictures.

Moreover, the information served by pictures can avoid boredom and a lack of interest in the classroom. As the common teaching media, pictures can be presented in many ways. Besides presenting the picture as a single picture, presenting them in form of series of pictures is also a good breakthrough. The use of series of pictures not only provides the students with the basic material for their compositions but also stimulates their imagination powers (Heaton, 1988:142).

By using pictures, students will be more interested to the topic and material so that their product of writing can be better. Pictures have powers to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught.

A variety of picture-cued controlled tasks have been used in English classroom around the world (Brown, 2004: 226). Basically, the main advanced in this technique according to Brown is in detaching the reading and writing connection and offering instead a nonverbal means to stimulate written responses. That is why the writer chooses picture series in teaching analytical exposition text. It really needs creative efforts from the English teacher to conduct the process of teaching-learning. The writer uses picture series as the media also to make learning writing easier because it contains information regarding the text, thus they can make interesting stories.

Concerning the problem that the students have in writing, the writer will try to help them to express and develop their ideas in the written form through

argumentative paragraph writing activity. It is in accordance with the Curriculum 2006 of the second grade of SMA which states that one of the objectives of English teaching is that the students are expected to be able to write paragraph in form of analytical exposition text (Depdiknas 2006).

The researcher chooses analytical exposition text because through this text students are not only going to learn how to write but also how to argue and convince or persuade the reader. It is hoped that by learning this type of text, students can learn how to express their idea and opinion. Argumentative writing like analytical exposition text utilizes logic and reason. Ideally, the argument should always use sound reasoning and solid evidence by stating fact. Considering the explanation above, this research will be conducted to find out whether using picture series is an effective strategy to teach students in writing analytical exposition text.

1.2 Identification of Problems

Based on the background of the problems above, the problems that were identified were:

1. Students were not paying attention to the topic enthusiastically.
2. Students had difficulties in transferring what they were thinking to the written form because they are lack of information.
3. Students did not know how to link the main idea with supporting details systematically.

1.3 Formulation of the Problems

After concerning the background of the problems above, the researcher formulated the research question as follows:

1. Was there any difference of students' writing achievement before and after being taught by using picture series?
2. Was using picture series an effective strategy to help students in developing their writing on analytical exposition text?
3. What writing components improved best after being taught by using picture series?

1.4 Objectives of the Research

The main objectives of the research were the followings:

1. To seek if there was any differences of students' writing achievement before and after being taught by using picture series
2. To seek if picture series was an effective strategy to help students in developing their writing in form of analytical exposition text.
3. To find out what writing components improved best after being taught by using picture series.

1.5 Uses of the Research

The uses of the research were as follows:

1. Theoretically this research could be used as a contribution to the English teacher and researchers who were interested in conducting future research in the same field.
2. Practically the result of this research might be a consideration for the English teacher that using picture series could be an alternative strategy for teaching writing.

1.6 Scope of the Research

This research was an experimental quantitative one. It focused on picture series as a media to help students in developing their analytical exposition text. The subject of this research was the sophomore of SMA Muhammadiyah 2 Bandar Lampung.

In teaching and learning process, it was hoped that the teacher could make the students active in teaching learning activity since basically, the main purpose of teaching writing skills was to achieve the effective written communications; it was not just aimed at producing correct English sentences.

1.7 Definition of terms

In order to avoid misunderstanding, the definitions of terms were provided as follows:

1. **Writing** is a skill in which we express ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to

combine the writer's ideas as means of communication (Raimes, 1983: 76).

2. **Paragraph Writing** is a series of sentences about idea called the topic. Oshima and Hogue (1997: 71) state that a paragraph is a group of related statements that a writer develops about the subject. A paragraph is built up by three kinds of sentences: (1) topic sentence – that expresses the main idea of the paragraph, (2) supporting sentence – that cover completely the idea presented in the topic sentence, and also (3) concluding sentence – that brings the development of the idea to a close.
3. **Picture Series** is a number of related composite pictures which are linked to form a series sequence (Yunus, 1981: 49). It can be said also that picture series is number of pictures that are joined into one another to explain certain events.
4. **Analytical exposition text** is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the readers that the idea is an important matter.
5. **Effective** is the gap between student writing achievement before and after being taught by using picture series. It is when writing score of post test is bigger than writing score of pre test.