

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained research background, research questions, research purpose, research significance, limitations of the research, and terminologies of the research.

A. Research Background

English was very important in the era of globalization because it was the most widely used international language. The ability to speak English could open up many opportunities for people. For example, English was indispensable in the world of education, work, business, technology, and cross-country communication. As an international language, some people marketed it as a job, for example, becoming a translator or even a tour guide. English as an international language was also very important to learn because, as the times developed, many people competed in the world of work both domestically and abroad, so it was possible that if you wanted to compete, one way was that students had to be taught the four skills of English, namely listening, speaking, reading, and writing. As mentioned above, students had to master all skills in the process of learning English. The four skills were very important aspects when someone wanted to learn English, one of which was writing.

Writing was an important skill to be mastered by students, but writing was not a natural ability that was instantly possessed by students. For example, among eleventh grade students at Senior High School 1 Tempunak, many of them considered that writing in English was very difficult because they had

difficulty developing ideas. In line with the above statement, writing skills needed to be taught from an early age so that students could develop their ideas well. The role of the teacher became very important to teach this well. The teacher at Senior High School 1 Tempunak explained that she used interactive learning media like making videos to help students develop their ideas in writing. Therefore, the English teaching and learning process in the classroom should have included teaching writing skills in an appropriate way to help students build their abilities and competencies in written language. Based on the above statement, to have been able to write well, language learners had to have had a good command of grammar, content, organization, vocabulary, and mechanics.

In accordance with the learning results in Phase F of the Merdeka Curriculum at Senior High School 1 Tempunak, it was assumed that eleventh grade high school students had to be skilled in writing. Various types of texts, such as narration, description, exposition, procedure, argumentation, discussion, and authentic texts, were the main references in learning English in this phase. In terms of writing skills, students were expected to develop their skills in expressing meaning and rhetorical structure through simple texts by using a variety of written language accurately, fluently, and acceptably in the context of daily life to interact with others. In other words, when students reached the functional level, they could fulfill their needs, such as writing letters, using procedure texts well, and describing something.

In the scope of English language learning at the high school level, especially in Phase F of the Merdeka Curriculum, one of the texts was procedure text. Procedure text was one of the texts that described how something was achieved through a sequence of actions or steps. Students could develop their ideas by explaining the steps of how something was made. Not only in school, but students could also find procedure texts in their daily lives. For example, students could find procedure text in game rules, cooking recipes, and how to operate a computer. Those were authentic examples of procedure texts that students could find in their daily lives. This was very helpful for students in learning to write procedure texts. At the end of Phase F, students were expected to achieve the learning objectives of the Merdeka Curriculum, one of which was students' skills in writing procedure texts.

However, based on the results of observation and interview conducted by the researcher with grade XI students at Senior High School 1 Tempunak and the English teacher, students considered that English lessons were very difficult, so they were not motivated to learn English. This caused a lack of participation during the learning process, for example, when the teacher asked several questions but there was no response back from the students, and on the other hand, when the teacher invited students to ask questions, they were just silent, especially in terms of writing. Many students thought that they found it difficult to develop ideas in their writing; this could be seen from the number of blank papers for a long time when students were given assignments, due to lack of ideas. Because there was no stimulus given, they chatted with their

friends and got bored in learning. In the learning process, students spent a lot of their time to find ideas to develop their writing. Thus, many of them could only write a few sentences and could not develop ideas well. The lack of stimulus made it difficult for eleventh grade students at Senior High School 1 Tempunak to develop their writing well. In addition, based on interviews conducted by the researcher with English teachers, many students thought that English was a difficult and complicated language. Therefore, many of them lacked participation and lacked vocabulary to learn to write. The lack of participation and lack of stimulus caused many of them to have difficulties in developing their writing. This was what prompted this research to be conducted to improve students' ability especially in writing English essays, particularly on procedural texts.

Writing was very important and needed in the development of English in the past era, making students required to master every component of the writing itself. Based on this, the researcher tried to overcome the problems faced by eleventh grade students at Senior High School 1 Tempunak in writing procedure texts by offering interactive learning media such as picture series media. The researcher found that there were still many students who had low writing skills and lack of student participation in teaching and learning activities; therefore, the researcher provided several ways to improve students' writing skills. One way to improve students' writing skills, especially in writing procedure texts, was by using pictures. Pictures were a recognized way to represent real situations and could be used as visual aids. In the classroom,

pictures helped students associate their imagination with real experiences. In this case, the researcher intended to choose picture series because they could help students organize the structure of procedure text, namely the purpose and sequence of actions, in a good chronological order, and with the picture series, it was expected to help students develop their ideas based on the images they saw. With the picture series media, the researcher hoped to encourage students' participation and motivation in teaching and learning activities.

B. Research Questions

Entrenched the background above, some problems are identifying as follows:

1. What is the effect of picture series on grade XI students' participation in learning to write procedure texts at Senior High School 1 Tempunak?
2. How can picture series improve grade XI students' writing skills in writing procedure texts at Senior High School 1 Tempunak?

C. Research Purposes

The purpose of this research is to:

1. To determine the effect of picture series media on students' participation in learning to write procedure text for grade XI students at Senior High School 1 Tempunak.
2. To explore How can picture series improve students' writing skills in writing procedure text for grade XI students at Senior High School 1 Tempunak.

D. Research Significance

The significance of this research are alleged to be useful:

1. Theoretically

The research describes how to use picture series media to discover new strategies for overcoming existing problems in the learning process, particularly how to improve students' writing skills on text procedures and how to create a new classroom atmosphere and a comfortable classroom for students.

2. Practically

a. For student

Through the picture series media, students are expected to play an active role in the teaching and learning process, specifically to improve their writing skills, which can potentially improve academic achievement.

b. For teacher

This research is designed with the aim of providing support to teachers in directing the development of students' writing skills. The results of this research are expected to have a positive impact on teachers, becoming a valuable source of information to improve the quality of English language learning. In addition, the results of this research are also expected to be a useful guideline to improve students' learning achievement, a reference for English teachers in overcoming challenges in developing students' writing skills. In addition, the utilization of picture series media is also believed to help teachers in the learning

process, create a pleasant learning environment, and encourage active student involvement in the classroom.

c. For other researcher

This research has value for other researchers interested in media use, enabling them to run similar studies focusing on different aspects. In addition, the benefits of this research can also be felt by researcher interested in English language teaching methods at the secondary school level. The results of this research can provide useful information and inspire other researchers to involve themselves in further research in various areas of interest to them. It is hoped that this research will provide a foundation, model, or reference that can be further developed in future research. The researcher also hopes that fellow researchers can evaluate or adapt this research, as well as produce more research with different objectives.

d. For STKIP Persada Khatulistiwa Sintang

The researcher hopes that this research can be an additional useful reference for future research. In addition, it is hoped that the results of this research can be a source of reading that contributes to expanding references for thesis writing or increasing understanding related to the English language learning process.

E. Limitation of the Research

Based on the problems that the researcher found and based on the objectives of this research, there are several problems related to the teaching

and learning process of students. Therefore, in this research, the researcher focuses on how picture series media can improve students' ability to write procedural texts and students' participation in the teaching and learning process in class XI SMA Negeri 1 Tempunak.

F. Terminology

Based on the title above, the researcher gives definitions follows:

1. Writing skill

Writing skill means being able to systematically write directions or steps using precise and clear language so that readers can easily understand and follow them.

2. Procedure Text

A text that deals with the steps to make something in order. Examples of procedure texts include recipes, user guides, or assembly instructions.

3. Picture series

Picture series is a form of learning media that uses a sequence of pictures to explain the steps of how to make something.

4. Senior High School 1 Tempunak

Senior High School 1 Tempunak is located in Nanga Tempunak Village, Tempunak District, Sintang Regency. The subject of this research is the students of class XI MIPA Senior High School 1 Tempunak consist of 23 students. The problem in teaching English to these eleventh-grade students is that many students think that writing in English is very difficult, especially in the writing mechanism and also because of the lack of student

participation in learning activities. Therefore, the researcher is interested in using picture series media to improve the writing ability and participation of students in class XI MIPA in the academic year 2023-2024.

REFERENCE

- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: a guide for designing and conducting in-depth interviews for evaluation input*. Watertown: Pathfinder International.
- Brown, D. H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Brown, D. H. (2018). *Language Assessment: Principle and Classroom Practices* (3rd ed.). Pearson Education ESL.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. Routledge.
- Clark, K. S. (2014). *Writing Strategies for Science* (2nd ed.). Shell Education.
- Cresswell, John. W. (2009). *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (Third Edition). USA: Sage Publications.
- Creswell, Jhon. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (Fifth edition). Los Angeles: Sage Publications.
- Eban, G. B. (2021). *Using Pictures Series Method to Improve Students' Writing Ability of The Second Grade At Smpn 2 Galesong Selatan Takalar*. English Language Education Department Faculty of Teacher Training and Education University Bosowa Makassar.
- Efron & Ravid, S. & R. (2013). *Action Research in Education*. New York.
- Hamsah, J. A., Usadiati, W., & Luardini, M. A. (2019). Speaking In Procedure Text by Retelling Using Picture Series: J. Anhar Rabi Hamsah Tis'ah, Wahjuningsih Usadiati, Maria Arina Luardini. *Journal Compound: Improving the Quality of English Education*, 7(1), 31–41.
- Hardianti, S., & Saosang, A. (2022). Using Youtube to Improve Students' Writing Ability. *Babasal English Education Journal*, 3(1), 18–2.
- Harmer, J. (2004). *How to Teach Writing*. United Kingdom: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). England: Pearson Longman ELT.