

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the research's background, problem statement, objective, significance, scope, and operational definition.

#### **1.1 Background of The Research**

One of the language abilities that is crucial to a variety of language learning exercises is writing. According to Asriani et al. (2022), learning a language requires developing four skills: speaking, listening, reading, and writing. According to the national curriculum of Indonesia, one of the crucial skills teachers must teach in schools is writing. According to Ekarista (2018), writing skill is putting written words, sentences, and texts into a coherent whole that readers can understand. Writing teaches us the skill of language construction, spelling, plot, and logical argumentation or persuasion.

According to Ariyanti & Fitriana (as cited in Asriani et al., 2022), the most frequent challenges that EFL students have with their writing abilities include meaning clarity, utilizing grammar and language variations, finding their writing groove, and applying the writing scientific paper technique. Teaching writing to students is now required.

Based on the writer's observation, students find it difficult to learn and master writing because students need to organize their ideas into phrases, sentences, and paragraphs. The researcher also interviewed and found that the students' reason is that the media used by teachers has not been able to make them improve their writing skill. Teachers in SMA N 1 Welahan use textbooks as teaching materials. Textbooks usually use a standardized approach, which does not fulfill individual students' needs or allow creative expression. As a result, students get disengaged and unable to connect deeply with the topic, leading to a lack of growth in their writing skill.

One aspect of education that significantly influences students' capacity to write is instructional media. According to Erniwati et al., (2022), using visual

instructional media (pictures, photos, and PowerPoints) is one method to get students interested in writing. Visual materials can help students overcome obstacles and improve the effectiveness of their education. According to Rohaniyah & Mari (2022), using pictures as visual media is intended to improve the effectiveness and efficiency of teaching and learning while developing higher-quality learning results. In this research, the researcher chose picture series as the teaching media where picture series is the process of learning to create words from pictures provided by teachers. The fact that using pictures as a resource in the classroom provides students a factor to focus on and gets their attention is an essential aspect.

The previous studies from Montang et al. (2023), showed that using picture series significantly improved the tenth-year students' recount text writing at SMA Negeri 1 Remboken. Another research was conducted by Defi (2022), and the result shows that the picture series strategy can further develop understudies' writing skill. It can be seen from the score in cycle 2 is higher than cycle 1. The next previous study was conducted by Anggraini (2019), the result of the research problem proved that there was an effective picture series on students' writing recount text, where there is significant progress in students' writing recount text.

The present study conducted this research for tenth-grade students of SMA N 1 Welahan. This study employed a quantitative method using a quasi-experimental design. This research aims to find out if there is a significant difference of the students writing skill in recount text before and after being taught by using picture series.

## **1.2 Statement of The Problem**

Based on the background above, the researcher is formulating a statement of the problem:

1. Is there a significant difference in the students' ability in writing recount text between the pre-test and post-test of the experimental class?

2. Is there a significant difference in the students' ability in writing recount text between the experimental class and the control class?

### **1.3 The objective of The Research**

Based on the statement of the research above, the objectives of conducting this research are:

1. To find out whether there is a significant difference in the students' ability in writing recount text between the pre-test and post-test of the experimental class.
2. To find out whether there is a significant difference in the students' ability in writing recount text between the experimental class and the control class.

### **1.4 Significance of The Research**

The result of this study is expected to be useful for:

1. The Teachers

This research is useful for an English teacher. The analysis can be used as a reference for improving the students' writing skill in recount text to make them more effective and efficient.

2. The Students

For the students who might read this study hopefully can increase their knowledge in learning writing recount text using picture series.

3. The Next Researchers

Hopefully, this research will help the next researcher who wants to investigate this type. This research also allows other researchers to increase their knowledge about teaching writing recount text using picture series. Other researchers will gain more new experiences from this research.

### **1.5 Scope of The Research**

In this research, it was essential to create the scope of the research to obtain relevant data. Therefore, the writer made limitations in this study to know the effectiveness of using picture series in teaching writing recount text for the tenth-grade students of SMA N 1 Welahan.

The subject of this research is X.7 and X.9 students at SMA N 1 Welahan in the academic year 2023/2024.

### **1.6 Operational Definition**

1. Effectiveness is the capability to measure how well something accomplishes its objectives and generates the expected results.
2. A picture series is a set of pictures or photos placed to illustrate a concept, provide information, or tell a story.
3. Recount text is a kind of text that describes experiences or events in the chronological order in which they happened.
4. The tenth-grade students of SMA N 1 Welahan are first-year students who are currently registered as students of SMA N 1 Welahan.