

## CHAPTER I

### INTRODUCTION

This chapter presents a brief description of the research. It consists of seven sections, which are background, research questions, research purposes, the significances of the research, scope of research, conceptual framework, and previous studies.

#### A. Background

This research investigates how picture series teach English narrative writing to Indonesian English learners. This research describes how the teaching process and the student's responses. This research is essential to evaluate the quality of teaching narrative writing using media, especially picture series.

Picture series is one of the teaching media which draws stories. Picture series is several or sequences of events, actions, or steps in the photographic representation of people, places, and things that happen one after the other (Degeng S, 2001). The researcher chooses picture series because it shows some actions or events in chronological order (Wright in Rofi & Ma, 2017). Andayani (2015) said that picture series could enhance students' writing abilities. Picture series can be used as one of the stimuli in a learning activity. When picture series are used as a media teaching writing, it can help the students generate ideas regarding deciding the theme and the information they want to write, allowing them to explore the vocabulary.

Picture series is famous for TESOL, in particular for teaching writing. Writing is discovering and organizing ideas, putting them on paper, and reshaping and revising them (Mayers in Latifah & Rahmawati, 2019). Two studies were conducted to investigate Indonesian English as a Foreign Language (EFL) students' problems in writing. Rahmatunisa (2014) investigated Indonesian EFL learners' problems in writing, and the EFL students had linguistic, cognitive, and psychological issues. Additionally, Ariyanti & Fitriana (2017) reported that Indonesian EFL students used

grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing. Regarding the problem of writing above, it is claimed that writing is the most challenging skill for students because it generates ideas and can be translated into a perceived text (Richards in Rofi & Ma, 2017).

The same problems also exist in MAN 1 Subang, Jawa Barat, Indonesia. In the context of the present research, based on limited preliminary with an English teacher, it is found that students need some help learning English. It was not easy to get ideas to write and put their ideas into a paper. They need help to make a paragraph to be cohesive and coherent. Therefore, most students have less interest in learning English writing. In the recent five years, two studies have investigated the students' problems in comprehending narrative text by the EFL students. First, the study by Ganie et al. (2016) investigated the student problem in comprehending narrative text to students' essential English ability, less attraction to the subject, less motivation, inappropriate method, material, and environment. Further, Lestari, Fitriani, & Erdiana (2017) indicated that the students faced several difficulties in comprehending a text, such as identifying the main idea, finding detailed information, making inferences, and making references to understand vocabulary in context.

Ali (2014) said that picture series is one alternative technique that can influence students' writing potential. With this media, the teacher can help students make good writing fun and easy. It can make the students interested in learning to write. There are two previous studies related to the topic. The first study was conducted by Setiyawan (2017), who investigated using picture series on writing ability narrative text. The researchers concluded that using picture series is effective in helping the students improve their writing skills, especially writing narrative text. The second study was conducted by Gutiérrez et al. (2015), who investigated using the picture series technique to enhance narrative writing. The researchers concluded that the picture series technique could be applied to improve the overall growth of writing skills. The previous studies above discussed implementing picture series to enhance writing skills

in writing narrative text & recount text. However, this research investigates picture series on teaching writing narrative text to senior high school students. In addition, this research will focus on the implementation of picture series and responses to them. The researcher tries to explore how using picture series to teach narrative writing and the student's responses to it. Thus, the researcher researches the title "Investigating the use of picture series to teach narrative writing."

### **B. Research Question**

The problems in the background are formulated into the following questions:

1. How is the process of teaching narrative writing with picture series to the students of MAN 1 Subang?
2. What are the students' responses toward the teacher's use of picture series to teach narrative writing?

### **C. Research Purpose**

Based on the research problem, the purpose of the research is to find out the following:

- a) To describe the process of teaching narrative writing with picture series to the students of MAN 1 Subang.
- b) To find out the students' responses toward the teacher's use of picture series to teach narrative writing.

### **D. The Significances of the Research**

Significances that are expected from this research are as follows:

Theoretically, this research is expected to know the impact of picture series as a medium in teaching and learning narrative writing.

Practically, the result of this research is hoped that they could develop their narrative writing after learning with picture series. Hopefully, the teachers will provide information about teaching narrative writing with picture series and could help students practice and improve their writing skills.

## **E. Scope of Research**

This research only covers a limited number of students for the subject study. This research describes the process of learning narrative writing and the student's response. The population of this research is tenth-grade students of MAN 1 Subang. The researcher took only 15 students taken randomly from all tenth grades in the intended senior high school.

## **F. Conceptual Framework**

Writing is the stage of turning ideas into words on paper (Susilawati, 2017). It also stands for the ability to create words and ideas, as well as the ability to criticize them for deciding which ones to use. There are several types of written text; one is narrative text. The narrative text is a text that connects a series of logical and chronological events caused or experienced by factors (Rebecca, 2010). Additionally, a narrative text can aim to entertain readers or listeners and have moral value in the story.

The narrative text has an organizational structure that includes orientation, complications, and resolution (Djarmika & Wulandari, 2013). Furthermore, the narrative text has linguistic characteristics: prepositions, conjunctions, adverbs, adverbial phrases, adverbs of time, noun phrases, tenses (past tense and past perfect tense), and direct and indirect speech. Prepositions are terms that provide a connection between two or more words. Most prepositions are small words like at, in, or on. Conjunctions are words that attach words, phrases, or clauses. Examples of typical conjunctions are and, but, and or. Adverbs describe verbs, adjectives, and other adverbs in greater detail. Adverbial phrases are word classes that serve as single adverbs to explain the verb's behavior. Adverbs of time are a category of adverbs that can answer the question "when?".

A noun phrase is a group of two or more words that contain modifiers and are led by a noun. Stuff valid before the words were uttered and written is called past tense. The past perfect tense is used to describe events before another one. Direct speech

refers to when someone says exactly what they mean. To set off direct address, quotation marks "are used. You do not have to use their exact words when reporting what anyone suggests. Using a verb like say, ask, or tell followed by that to accomplish this. This is referred to as indirect speech (Sargeant, 2007).

Picture series are potential media for teaching narrative writing. It promotes the students' interest and enjoyment during the learning process. The pictures direct the students to focus on words. It is in line with Le's (Le, 2005) statement that the use of picture series has positive effects, including enhancing students' motivation, enthusiasm, understanding of idea generation, independence in constructing sentences, constructions of tall sentences, and cooperative learning. Smaldino (2005) recommended picture series for teaching writing in the same vein because of several benefits. The first benefit of using picture series is that it makes students interested in writing English because picture series is a visual learning medium. Another benefit is that picture series stimulate students to develop and use their imagination to write well. Then it also helps students express the ideas in their minds to make it easier to read. The last benefit is that picture series can increase students' motivation in writing.

## **G. Previous Studies**

After in-depth reading, the researcher concluded that five research pieces most relate to the present-research concerns. The first research was conducted by Achmad (2019), titled "The use of picture series in implementing students writing narrative text-ability for the tenth-grade students at SMKN 1 Kotabumi". This descriptive qualitative research was conducted in the Tenth Grade of SMKN 1 Kotabumi in 2017/2018. The participants of this research were X Office Administration One. The data were taken from the observation and interview. The results of the observation and interview show that in the process of teaching writing through picture series, 27th students had significant improvement in writing when they applied the four strategies of process teaching writing by using picture series, implementing picture series: to direct the students to write in the correct organization, to generate ideas, to improve the students'

grammar, and to improve the student's vocabulary, but some groups still could improve their writing and low self-efficacy in applying those strategies. The difference between this research and the current research is in the research question; if the research question of previous research, there are problems students' during the process of learning using picture series, but the research question of current research does not consist of problems with students during the process of learning using picture series.

Second, the research was conducted by Setiyawan (2017) titled "The effectiveness of picture series in teaching writing narrative text of the first grade at SMAN 1 Pademawu". This research aims to investigate the effectiveness of picture series in teaching writing skills, particularly narrative writing. The population of the research was first-grade students. The research methodology was experimental research, which was conducted in two groups. The results show a significant difference between the English writing skills of students taught by using picture series and those not taught by using picture series. It can be concluded that picture series are practical for teaching English, especially for the writing narrative text of the first grade at SMAN 1 Pademawu. The difference between this research and the current research is the method of research; the methodology of previous research is quantitative research, but the methodology of current research is qualitative research.

The third research, titled "Improving students' writing ability in the narrative text through picture series," was conducted by (Muryani, 2020). This study aimed to see if using picture series to enhance students' narrative text writing is successful. The sample size for this pre-experimental study was 22 students. They were students in the eleventh grade at SMA Atmajaya in Tolitoli. This research procedure consisted of a pre-test, treatment, and post-test. The researcher gave pre-test and post-test to know whether picture series can improve the students' writing in narrative text. The analysis showed that picture series contribute significantly to the student's comprehension. The difference could see in the mean score between the pre-test and post-test. The difference between this research and the current research is the focus of research if the

focus of previous research is to see the significance of using picture series. However, the focus of current research is to describe the process of learning to write narrative text through the use of picture series.

The fourth research, titled "Effect of using picture series on the Indonesian EFL students' writing ability across learning style," was conducted by (Wening & Iragiliati, 2017). This study used a quasi-experimental design, and the participants were two classes of students from Junior High School 2 in Kawunganten, Cilacap, Central Java. They gave students composition tests, handed out a learning style questionnaire, and asked them to fill out an opinion survey. The results showed that students who were taught using picture series had good writing skills than those who were not. The results have revealed that visual students had more excellent writing abilities than auditory students by using picture series.

Furthermore, the students were enthusiastic about the use of picture series. It is proposed that EFL teachers use picture series as one technique for teaching writing and that future researchers conduct additional research on the subject. The difference between this research and the current research is that participants of research if the participants of the previous research conducted two classes. However, the participants of the current research are only 1 class.

Fifth, the research was conducted by Gutiérrez et al. (2015) titled "Using pictures series technique to enhance narrative writing among ninth-grade students at Institucion Educativa Simon Araujo." The use of the pictures series technique to improve EFL narrative writing among ninth-graders at the Institucion Educativa Simon Araujo is the subject of this action research. It involved experimental and control groups. During the strategy implementation, the experiment group was taught writing with the picture series technique and the process-based approach to see how the intervention program obtained the desired outcome (cause and effect) about the study issue to solve the investigation's problem. In contrast, the control group was only taught the process-

based approach. The overall development of writing skills, specifically in transformation or logical order, and ideas exposure, was increased with the picture series technique. The difference between this research and the current research is that the participants of research the participants of previous research were in the ninth grade. However, the participants of the current research are in the tenth grade.

Many studies investigating a method, strategy, or learning model were found at UIN Sunan Gunung Djati Bandung. However, research still needs to be investigating the process of teaching writing using picture series. Thus, this study will investigate the process of teaching writing narrative text using picture series at MAN 1 Subang.

