

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The most widely used and taught language in the world for international communication is English. (Crystal, 2006). When a language fulfills a particular function that is acknowledged in every nation on earth, it is deemed to be a global language. The language that is most frequently used for communication in most parts of the world is a trait of a global language. Dewi, Kultsum, & Armadi (2016) states other countries may use English as a foreign language or as a second language. People who live in country where English is the official language speak it as a second language. English is also utilized as a communication tool in a variety of settings, including the government, courts, media, and educational systems. Bagari & Mihaljevi (2007) It is essential to be able to converse with people in various languages. For example, being able to speak English can help people get employment, pursue higher education abroad, and other things.

In English there are four skills that students has to learn and master such as listening, speaking, reading, and writing. Nurvitasari (2017) As mentioned before, every skills is really important to learned and mastered by students, one of them is writing skill. Writing nowadays is one of the important skills in English which must be developed by continuous practice, this is because one cannot acquire this ability naturally and without problems. According to Pratiwi (2018) there are numerous kinds of communication media in the form of written text that can be used to practice writing, such as daily newspapers, magazines, web journals, websites, and also social media. These instances demonstrate the necessity of mastering writing

abilities in order to sustain effective interpersonal communication. To help students develop their capacity and competency in compositional dialects, English education and learning must appropriately mix writing skills.

Byrne (1991) says from the four skills in English writing considered is troublesome skill. Students in Indonesia from elementary to high school still lack mastery of writing even though we know that they have been practicing English for years. Even if they have studied English for a long time, they continue to have writing difficulties, which prevents them from writing properly when they go on to a higher level. Obviously to start writing properly, the students should focus on language use, mechanic, content, grammar, and vocabulary. Alisha (2019) view students are still have difficulty in writing, such as language use, mechanic, content, grammar, and vocabulary also lot of them does not motivation in learning writing. The most common problem faced by students is that they still have difficulty expressing their ideas when teacher asked them to write a paragraph. The result is that if it is forced without good writing skills, the score obtained by students will be low. Another thing that is almost the same is that students still find it difficult to assemble the ideas they have into a coherent paragraph, thus causing the writing to be in good order and will confuse the reader with a messy writing structure (Harmer, 2004).

Puspitasari (2014) reveals that there are three aspects that can cause problems in writing, namely psychological, linguistic, and cognitive. Psychological problems in writing is an writing activity alone without any interaction or feedback, thus making writing activities difficult. Linguistic problems in writing are obligatory activities where we must ensure that the selection of sentence structures can be connected and sequenced properly so that the resulting text can be easily interpreted.

Writing-related cognitive difficulties require us to learn specific language structures that are underutilized in some texts but are crucial for good written communication, as well as activities with an educational process. Additionally, one must be aware of a number of linguistic elements when writing, including spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesiveness. (Risdayanti, 2020).

There are many ways or techniques that can use to practice writing, one way is to ask students to make a text. According to Suharti (2019) in learning writing students are expected to write a specific text, for example, narrative text. DeLuca (2013) states that the primary mechanism of comprehending and communicating our cumulative experiences is through narrative, which can be found in all contexts of human interaction and is predicted to arise virtually as soon as we start to assemble words. The ability to write in a variety of styles makes stories the best genre to teach in the classroom. By combining their verbal, pragmatic, and sociolinguistic skills, students can understand and organize thoughts and experiences in a creative and innovative way through writing a tale. In teaching narrative texts, picture strip story is better used as supportive media in English writing (Rahimi, 2016).

In 21st century the uses of technology have influenced almost every aspect of life, one of them is in education (Erben, Ban, & Castañeda, 2008). One benefit of technology improvements is the significant expansion of educational opportunities. In medieval times, there were few books available, and few people had access to educational possibilities. To acquire an education, people had to travel to educational institutions. Prayudi (2021) a vast amount of information, including books, audiobooks, photos, and videos, is now available at the click of a mouse via the Internet, and formal learning opportunities are available all over the world.

Technology is a potent tool that can enhance education in a number of ways, from facilitating the creation of instructional materials by teachers to enabling new forms of learning and collaboration among individuals. With the technology a lot of new media will be used to improve student's English skill, especially writing (Habibulloh, 2017). In order to revolutionize education so that everyone, everywhere has access to effective and efficient education, teachers take advantage of technological opportunities..

Based on Dwifadjri (2020) the English teacher should use a lot of media to help the students more active in learning writing. Furthermore, by using the media, the students could experience different experience that would motivate them to participate in the classroom activity (Scanlan & Wright, 1990). One of the media that help students is the use of picture strip story as a method to develop students in writing. In addition, picture strip story also has numerous benefits such as to make students think more critically and active during the learning proces. Additionally, it is simple to set up and generally adjustable to use for a range of student ages and purposes. One of the research projects entitled "*The Using Of Pictures Series To Improve Students' Writing Skills At The Tenth Grade Students Of SMAN 8 Pinrang*" was conducted by Risdayanti in 2020. The researcher views the use of picture stories as being primarily focused on making the educational process more engaging and motivational for the pupils. It will be more fun to teach using picture collections.

Lavalle & Briesmaster (2017) defines e-picture strip story as the name which is electronic, so the activity is very dependent on technology, so the pictures or material that will be taught by the teacher will all be displayed through slides. This makes it easier to run because teachers do not have to do everything in the traditional way such as printing pictures, and distributing them to students, so time

can be run more efficiently. In general, this activity relies heavily on visual aids to convey ideas. By working in individual or groups, students can discuss meaning to support their own ideas with other students around them, also it aims to develop students' critical thinking creativity in writing to create magnificent various text. When using picture strip story, teachers expect a lot of participation from students and help direct them towards the desired learning outcome (Carole Wade, 1995).

1.2 IDENTIFICATION OF THE PROBLEM

Based on the background of the study, due to the increasing use of technology nowadays, making conventional learning methods are somewhat irrelevant, teachers get a challenge to increase students' creativity and motivation by using technology as a medium. The use of e-picture strip story as a technology-based media become the strategy to teach students in writing. The researcher may find various difficulties and challenges in teaching writing because he identified the problem as follows: First, students cannot compose a good and correct text or paragraph this is due to the lack of ability to use language, mechanics, content, grammar, and vocabulary. Second, the lack of fun and interesting learning media to help students in writing so that they do not have the motivation and intention to learn.

1.3 LIMITATION OF THE PROBLEM

In this study, limitations must be made so that the research discussion can be limited. This research is limited to the procedure for implementing E-Picture Strip Story in English writing in Class VIII B5 at SMPN 4 Singaraja. Furthermore, the researcher limits the investigation to a particular research topic. Researchers set several time limits for data collection to ensure the achievement of the objectives

and not deviate from the research objectives

1.4 RESEARCH QUESTION

Based on the background of the study, the following can be used to formulate research questions:

1. How does the teacher implement the procedures of E-Picture Strip Story in writing class at VIII B5 SMPN 4 Singaraja?
2. What are the challenges or field barriers encountered by teacher and students in Class VIII B5 SMPN 4 Singaraja when implementing the procedures E-Picture Strip during the writing class?

1.5 OBJECTIVE OF THE STUDY

Based on the background of the study, the objectives of this research are:

1. To identify the procedures used by the teacher in implementing E-Picture Strip Story in writing class at VIII B5 SMPN 4 Singaraja.
2. To analyze the challenges faced by the teacher and students in implementing E-Picture Strip Story in writing class at VIII B5 SMPN 4 Singaraja.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Theoretical Significance

This study is anticipated to contribute to our understanding of the theories underlying the E-Picture Strip Story and how it is used in junior high school EFL classes. The final discussions of this research are anticipated to be one of

the references surrounding the subject of E-Picture Strip Story implementation at the junior high school level because this discussion tends to receive little attention from other researchers.

1.6.2 Practical Significance

1. Students will receive feedback in order to help them improve their writing skills.
2. For the teachers, offers an alternative approach to teaching writing
3. For the institution, the institution may benefit in terms of raising the standard of instruction.

