

# CHAPTER I

## INTRODUCTION

### 1.1 RESEARCH BACKGROUND

Nowadays, school in Indonesia is applying Curriculum 2013. Mar'ah and Dewi (2018) states that the purpose of Curriculum 2013 is not just emphasize students' competency but it also to build students' characters. Curriculum 2013 also emphasizes the improvement and balance of soft skills and hard skills which include aspects of attitude competence, skills and knowledge (Mar'ah & Dewi, 2018). In learning, it is important to set aside 21<sup>st</sup> century learning.


The 21st century learning is learning designed to create a generation of Indonesian people who are able to advance information and communication technology effectively, think critically, be able to solve problems and collaborate (Syahputra, 2018). He also adds that there are six skills that need to be mastered by the students such as creative, research and smooth information, communicative and collaborative, digital citizenship, critical thinking and operating technology. According to Handayani (2017), 21th century is about changing the types of students' problems with real and authentic life, it means that students are driving the learning (asking, questions, finding answers, thinking critically and being creative) by themselves and taking it deeper. The ability of students to be developed in the 21st century is to improve students' morals and intellectuals, develop thinking abilities, creativity, construct knowledge, problem solving and mastery of student learning materials. There are several characteristics that must be possessed by students in 21th century learning. The first characteristic is critical thinking, in make students critical thinking they should have desire, problem-solving, communication skills, creative, collaborative and

innovative. The second is students have desire and ability of digital literacy, new media and ICT. And the last is initiative that is flexible and adaptive. Tikhonova (2015) states that the 21<sup>st</sup> century presented educators with a lot of challenges, the most urgent of which was establishing a new set of skills such as creativity, collaboration, metacognition, motivation, information and media literacy, leadership, social and cross-cultural skills. Therefore, a teacher has a very important role. A teacher must also be creative in teaching students. They must be innovative in making the media so that learning becomes interesting and makes students easy to understand especially in English.

Teacher creativity is needed in teaching to solve problems and do innovative activity to reach out to students to be creative (Avila, 2015). According to Nedjah and Hamada as cited in Formosa (2016), since the 21st century students' interest in creative thinking has increased and educational goals have become important for students. The task of the EFL teacher (English for Learning) is to design a new learning environment that focuses on activating student's thinking abilities (student's center) and developing students' creative thinking skills. There is a process in teaching creative students that is applying new methods, tools and content that will stimulate students' creative potential. In addition, teachers also need to arrange creative and varied learning and build an interesting and funny class atmosphere so the students will be motivated in learn (Nedjah & Hamada, 2017). Writing skill is needed to help students' critical thinking and build their creativity.

Writing is known as a life skill for people, if people are able to write clearly then they will be able to express ideas through writing and convince other people, in college, on the job and personal life (Hapsari et al, 2016). Writing is a skill that needed by students in order to make they can compete in 21th century learning. Through mastering writing skill,

they might be able to express their thought in a proper way. According to Kurniasih and Arifin (2015), writing can be used to express ideas, feeling, and experiences. This is also added by Milatasari (2013) who argued that by learning writing, the students can express the ideas, feeling, and experience in written form to others. It means that writing skill is needed by the students in the 21th century learning because it is a part of communication. In other words by writing, the students do not only learn how to deliver any ideas or expressions in spoken way, but also the students can learn how to deliver any ideas in a written way. Besides, writing skill is the 'hard copy' of intellectual level or the level of expression (Sadiku, 2015). It means that writing is a skill to produce something in delivering the idea.



Besides, nowadays many students feel unenthusiastic, afraid, bored and difficult in writing. Abderraouf (2016), states that students have difficulties beginning to write and difficult to develop ideas. Writing skills are rarely applied by the teacher because the time allocation for learning English in Senior High School does not have enough time. Actually writing skill is also important as the other skills. Writing is part of the ability to communicate. The ability to communicate orally or written is needed in this era of globalization. To put it another way, students not only communicate well in the form of speaking directly in the class, but students also expected to be able to communicate well through writing. During this time speaking is prioritized besides writing is very less taught in the class (Padmadewi et al, 2017) and also writing is considered more difficult and complex to master (Lidyawati & Nirwanto, 2016). Therefore, the phenomenon is not too much attention to writing though in fact writing is very necessary in this era of globalization since writing is one form of communication. It needs a certain way to teach

writing so this skill is easier to master by learners. Belkhir & Benyelles (2017) stated that the coherence and cohesion problems were experienced by most of EFL students.

There are several factors that cause Students' problems in writing. Huy (2015) argued that the use of aspects of language become the factor that underlines students' difficulties in writing. Grammar and punctuation are two aspects of language that often mistaken by students in writing. In addition, students' motivations can be the intrinsic factor that affects students' writing ability (Dhanya & Alamelu, 2019). Therefore, the essential factors must be considered by the teachers to overcome students' problem in writing recount text.

In senior high school, recount text is one of materials that learn by the students to increase their writing skills. Recount text is text who retells the events or experiences such as accident or holiday (Mutmainnah, 2018). Recount text tells about real activities and it's always happens in real life, there are fun, sad, scary, accident, holiday and also unexpected events. That why recount text very important to be taught to students. So, students are able to tell the events or their experiences well and correctly. Recount text has three parts as its generic structure. Those parts are the orientation, events, and re-orientation. The orientation of recount text will be written at the beginning of the text contains the background information to introduce the participants, the setting of place and time. The events that happened in the past are written in the events part of the text. And the re-orientation is about the conclusion of the story or the writer's feeling about the story. Reorientation is an optional part of a recount text (Mutmainnah, 2018).

In teaching recount text on the 21st century learning is not only to target writing skills but also the skills contained in the 21st century skills such as communicative, collaborative, creative, and critical thinking, so media is really needed in teaching and learning process. Imaniah and Nargis (2017) states that in maintain the learners' attention in the classroom, the teacher must be able to determine the material and also the use of media can be a good solution. Ratminingsih (2016) also explains that a good media for teaching can help the teacher to transfer the material to the students, getting the attention, create an enjoyable learning process, and motivate the learners. The Research that aims to improve the ability to write has been done, it was conducted by Kurniati (2015), Lidyawati & Nirwanto (2016), Ramadhani (2016), Apsari (2017), Rohmah (2017), Wening, Cahyono & Iragiliati (2017), and Mutmainnah (2018). Writing is one of the mediums of communication that is lacking and now wants to be tried using media.

One of the media that can be used to target skills in writing and it can also foster 21st century learning skills is Picture series. Picture series is important in teaching writing. According to Lidyawati and Nirwanto (2016), picture series is one of the ways that can be used to solve the problems in teaching writing. According to Ali (2014), picture as media can help the teacher to encourage the interest and motivation, understand the context of language, and find out the specific point in the context. Some experts say that the use of picture series as a learning medium increases students' ability in writing (Khotimah et al, 2017). The selection of picture series is based on several considerations. According to Lidyawati and Nirwanto (2016), the strength of picture series are motivate students in writing, inform the object and event relation, and train students in arrange the story. They also add that there are several advantages of picture series such as, build students' ideas in

expand the story, rich students' vocabulary, and reduce student grammar errors. It can also attract students' attention. Rains as cited in Lidyawati and Nirwanto (2016) added that picture series will provides a stimulating focus for the students' attention. It means that it is appropriate media that needed to increase students' writing skill. So, the students will be motivated to write, create an enjoyable learning process and students easier in develop an idea.

This research conducted in tenth grade at SMA Negeri 1 Gianyar. This research used Senior High School because in Senior High School Students started to learn how to write in correct structure especially in writing text or paragraph. The research use picture series because first it can attract students attention, second motivate students, third train students in arrange the story, fourth it will guiding tho ught patterns to have ideas, fifth rich students' vocabulary, and the last it can reduce student grammar errors. The same research has already been done at seventh grade students of Mts Nurul Hidayah Batujajar, at tenth grade students of SMA Negeri 9 Kota Tangerang Selatan, at tenth grade students of SMA Negeri 5 Pontianak, at eighth grade students of MTs Muslimat NU Palangka Raya, at tenth grade students of SMA Muhammadiyah 1 Surakarta, at tenth grade of MAN 5 Jakarta and at Junior High School 2 at Kawunganten, but this research has never been done in SMA Negeri 1 Gianyar.

Based on the explanation above, it is essential to conduct an experimental research to investigate the effect of picture series as Instructional Media on Students' Ability to Write a Recount Text of tenth grade students in SMA Negeri 1 Gianyar based on Curriculum 2013 in 21th Century Learning has not much been research.

## 1.2 Problems Identification

Nowadays many students feel difficult and bored in writing. Based on the observation in SMA Negeri 1 Gianyar on Thursday, 3<sup>th</sup> of April 2020 and Saturday, 4<sup>th</sup> of April 2020. It has been found that students in SMA Negeri 1 Gianyar still weak in writing, especially in writing recount text. Many students difficult in develop ideas, uninterested, unmotivated in writing, difficult to create the text in chronologically and afraid to communicate. It is supported by Abderraouf (2016) stated that Students have difficulties beginning to write and difficult to develop ideas.

It has been also found the use of media is not applying in teaching and learning process in SMA Negeri 1 Gianyar. According to Ratminingsih (2016), a good media for teaching can help the teacher to transfer the material to the students, getting the attention, create an enjoyable learning process, and motivate the learners. One of the media that can be used to target skills in writing and it can also foster 21st century learning skills is Picture series. Picture series is important in teaching writing. According to Lidyawati and Nirwanto (2016), picture series is one of the ways that can be used to solve the problems in teaching writing. According to Ali (2014), picture as media can help the teacher to encourage the interest and motivation, understand the context of language, and find out the specific point in the context. Some experts say that the use of picture series as a learning medium increases students' ability in writing (Khotimah et al, 2017). According to Lidyawati and Nirwanto (2016), the strength of picture series are motivate students in writing, inform the object and event relation, and train students in arrange the story. They also add that there are several advantages of picture series such as, build students' ideas in expand the story, rich students' vocabulary, and reduce student grammar errors. Therefore this research is really needed in order to know is there any significant effect of using



Picture series as Instructional Media on Students' Ability to Write a Recount Text in SMA Negeri 1 Gianyar and how does the use of Picture series influence the teaching and learning process of writing in SMA Negeri 1Gianyar.

### **1.3 Research Limitation**

This research was limited in analyzing the effect of Picture Series as instructional media on students' ability to write a recount text. The setting in this research is SMA N 1 Gianyar which is located at Ratna streets, Tegal Tugu, Gianyar regency. The effect of Picture Series as Instructional Media on Students' ability to write a recount text here contains of how the students can improve their writing achievement particularly in term of content, vocabulary, organization, grammar and develop the ideas and also motivation that can be analyzed by post test and interview.

### **1.4 Research Questions**

Based on the background above, there are two research questions that exist in this study such as:

1. Is there any significant effect of using Picture series as Instructional Media on Students' Ability to Write a Recount Text in SMA Negeri 1 Gianyar?
2. How does the use of Picture series influence the teaching and learning process of writing in SMA Negeri 1Gianyar?

### **1.5 Purpose of the Study**

Based on the research questions mentioned previously, therefore three purposes of this study can be formulated, the first is general objective. In general, the purpose of this study is to find out the significant effect of picture series as Instructional Media on Students' Ability to Write a Recount Text in SMA Negeri 1 Gianyar and how does the use of Picture series influence the teaching and learning process in SMA Negeri 1 Gianyar. The



second is specific objective. There are two specific objectives, first is to find out the significant effect of using Picture series in writing recount text in SMA N 1 Gianyar and second is to know how the use of Picture series influences the teaching and learning process in SMA Negeri 1 Gianyar.

### **1.6 Scope of The Study**

This research was conducted to find out the significant effect of picture series as instructional media on students' ability to write a recount text in SMA Negeri 1 Gianyar. This research only used two groups of sample. One group was control groups and the other group was experimental group. This research is mainly focused on the significant effect of picture series as instructional media on Students' Ability to Write a Recount Text in SMA Negeri 1 Gianyar and how does the use of picture series influence the teaching and learning process in SMA Negeri 1 Gianyar.

### **1.7 Research Significance**

#### **1. Theoretical Significance**

Theoretically the result of this study may give a meaningful contribution on the implementation the teaching media, especially in writing. Moreover it gives contribution to the teacher who wants to teach recount text by using picture series.

#### **2. Practical Significance**

##### **a) For the Students**

By using picture series as media in writing Recount text, can increase students' ability in making good sentences with correct grammar, good language use and also can arrange a good story. Picture series media also can build students' critical thinking, develop students' ideas and also motivate them in writing.

b) For the teacher

The teacher knows a good media to teach recount text by using picture series to make the teaching and learning process interesting, fun and also to make a good class atmosphere.

### 1.7.1 Conceptual Definition

#### 1) Writing Skill

According to Kurniati (2015), writing is a way to communicate where the writer will speak in written form. Kurniati (2015) adds that writing is needed a medium to put ideas such as a paper, book and laptop. Mutmainnah (2018) states that writing is the most difficult skill to learn and master because the writer need to know the grammar, vocabulary and punctuation.

It means that writing is a way to communicate with others in written form with the correct grammar, contain with a lot of vocabulary and correct punctuation. By writing the writer will remember it permanently because the writer can remind it on the paper, book and laptop rather than remember it orally.

#### 2) Recount Text

Recount text is one of the English subjects. According to Mutmainnah (2018), recount text is one of the subjects to teach English, it is retells event or experiences such as accident or holiday that happened in the past. Recount text has generic structure. According to Muhhibudin (2017), there are three structure of recount text such as Orientation, The event and Re-orientation.

### 3) Picture Series Media

Picture series is one of simple and fun media. According to Mutmainnah (2018), picture series is as a media of communication that can help students' in studying and it representation of people, place and thing, easily to learn and fun. Picture series is fun because it contains a lot of colors and pictures. That is why picture series can attract students' attention, increase students' motivation and can help students' to develop ideas. Picture series is one of visual media. According to Wening, Cahyono & Iragiliati (2017), pictures are kind of visual media in the teaching and learning process that is effective and useful to improve students' writing ability.

#### 1.7.2 Operational Definition

##### 1) Writing Skill

Writing is a tool that use to communication whether it is oral or written. Writing also used to express opinions, ideas, feelings and experiences in written form. That is why writing is really needed in 21th century learning to make students' can compete in 21th century learning. So the students in SMA N 1 Gianyar especially X grade can also learn how to deliver any ideas in a written way.

##### 2) Recount Text

Recount text is one of the materials that contain in English Subject. It is learned by the students in SMA N 1 Gianyar. This also can be used to teach students in writing. Recount text is used to retells a past event.

### 3) Picture Series

Picture series is one of media that can be used to teach students in SMA N 1 Gianyar especially in writing recount text. It is an interesting media and also fun media to attract students' attention, build students' motivate, requires students' to have ideas and build fun atmosphere in the classroom.

