

CHAPTER I INTRODUCTION

1.1 Background of the Study

English is a universal language and is a primary key to communication that is commonly spoken all over the world. Furthermore, English in Asian countries, including Indonesia, is becoming one of the compulsory school subjects to study. Most schools are now offering English as a compulsory subject, ranging from elementary to university schools. In addition, the English subject was formulated in the Secondary School's level of competency and basic competency, covering four facets of associated English skills that are: speaking, writing listening, and reading. In most schools in Indonesia, these four skills must be learned and acquired by students.

The main objective of teaching English to students in Indonesia is developing communicative competence. According to one of the eight Content Standard of Indonesian National Education System, it is indicated that one of aims of teaching English as a foreign language in Indonesia is to improve oral and written communication skills in the target language (L2). The Eight Curriculum Standard of the Indonesian Education System also means that students can reach a degree of practical literacy where students can use English on a regular basis, such as reading journals, manuals or directions (Regulation of the Minister of National Education of the Republic of Indonesia No. 20 of 2007 on Education Assessment Standards). Teaching English in Indonesia is targeted at improving the abilities of students that

include all four language skills in alignment with the overall: listening, communicating, reading, and writing skills.

Writing is one of the skills that students need to learn to enable students to write in English on all of the topics in different types of writing formats. It is often challenging to encourage students to write in English, as students lack English skills. However, writing is a demanding task and takes a lot of work to generate high-quality English writing at the same time; hence, teachers should motivate students to frequently and actively practice writing. Students must have good writing skills in order to compose properly. They must be able to correctly arrange concepts, create words, use punctuations and word choices. A teacher should use an appropriate methodology in the teaching learning process to convey the subject material to the learners.

Moreover, writing is one of the four language skills which is just as important as the other three skills; reading, listening, and speaking. In writing skills, students are able to communicate through words, sentences and word diction to depict their emotions and deliver messages to the readers. Learning to write in a simple format is a good idea for students in order to raise the student's awareness of how important is writing skills in English, as important as the other three English language skills. These four skills have become the major focus of English as a foreign language teaching and learning (Harmer,2007).

Nunan (2007) notes that writing is the method of thought to invent concepts, thinking about how to express their thoughts and emotions in good writing, and simply organizing the ideas into statements and paragraphs. Nevertheless, writing

paragraphs in English is the biggest challenge for students, particularly for secondary school students. They find it difficult to articulate their own feelings and construct vocabulary into phrases; they appear to be passive students and are unable to take part in any of the classroom's writing lessons. Many learners find it is too difficult for them to write English and it makes them feel demotivated and lose their passion for learning to write a paragraph.

Furthermore, writing is a productive skill that requires intense daily practice and a lot of time. It means that the students can go through a difficult method to produce a successful writing. Students are encouraged to take the following four steps to do this, which include: pre-writing, drafting, revising, and editing. At the pre-writing stage, students brainstorm the topics of writing and then put some possible topics and put it in the drafting. In drafting students explore some ideas and try to organize them into a series of sentences to become paragraphs. When students are succeeded put them into several paragraphs, the next step is the revision. In revising stage, students need to read the whole ideas and look into the ideas organization to see if the minor revision is needed. The last step is editing. After realizing that all ideas are organized well in several paragraphs, then students finalize with the spelling, and grammar errors. At this stage, students have more opportunities to see how it looks like in order to have good writing. The writing can then be published with high quality and with no mistakes (Wich at. al,2006).

Motivation for learning is also important in foreign language teaching. Students are not able to generate effective writing without getting inspired. According to Brown (2000) motivation is the most important factor when the learners gets failure

or success. Therefore, motivation also mean as a series of an effort in some condition so that the students want to do something and if they are not interested or dislike it, they will try to ignore that feeling and do it. Teachers or educators take an important role of making the students feel motivated. In this case, during the process of development, it is recommended that teachers should appreciate every single progress of students and encourage them to do a lot better along the process of acquiring writing skills. According to Ormord (2014) motivation is the important thing on students` learning and to increase effort and energy, increase initiation of and persistence in activity, affects cognitive process, determine which consequence are reinforcing and punishing, and often enhance performance.

Besides the factors of motivation that influence writing skills, teaching methods should also be considered. A teaching method according to Wikipedia (2016) comprise the principles and methods used for giving instructions. They may include explaining, demonstrating, and collaborating. The teaching method is clarified by presenting a spoken description of the topic being taught and understood. Demonstrating is a teaching method that is close to written narration and explanations in order to allow students to react emotionally to the knowledge provided. Collaboration encourages students to engage positively in the learning process, such as debating, relating to each other, and listening to various other different viewpoints.

The practice of digital media for teaching will increase the interest of students in studying English. The learners are not quickly frustrated with the instructor's content because the teacher provides a number of diverse tasks and uses multiple

teaching media. The Picture Series is one of the instructional media for teachers. This could be an alternative way to teach secondary students English. Not only does the Picture Series explain reality, but it also shows the general structure of a subject and the relative meaning of individual parts of it.

Suharta (2001), who conducted research on elementary students' teaching and learning in Bali, states that the teachers usually follow the step by step activities in their teaching: the activities includes introducing the learning objectives, explaining, and doing some exercises, the quality of book mostly procedural and non-conceptual, and material in the textbook used spiral system which focus the students are not led to conceptual thinking. These circumstances do not vary much in the teaching and learning environment in secondary schools.

Based on researcher's observation in SMP PGRI 2 Denpasar, the researcher observed more attentively how the teacher taught students and also investigated how the lesson plan were produce and implemented in classrooms. The material was about how to write an announcement. Using examples, the students listened to the teacher's description and guidance on the content of the announcement, and then the students tried to look for the content and the announcement results. After that, the students were instructed to compose an announcement piece and conduct the exercises. It can be inferred that the class started with a brief description of the writing philosophy of a kind of genre, explaining writing and concluding with exercises. The other observation found that, in writing, most of the students made the same grammar errors. In arranging their thoughts, they find the main sentence or supporting sentences to be very complicated.

It was found at SMP PGRI 2 that based on the researcher observed that the teachers used conventional strategy in assisting students on how to compose a piece of writing. This would affect the student's ability to produce creative writing. The traditional technique is used by the teacher to support the students. However, it was not conducted step by step as in picture series strategy. The students mostly work on their work and teacher's role is only giving scores of assessments. When students do not do well, the score is low. To make it better, the teacher should choose the right strategy.

In order to support those explanations, the researcher found some studies using guided writing. The researcher found the thesis written by Suryaningsih (2010). She did her research in SMPN 4 Mendoyo entitled "*The Effect of Guided Writing And Learning Styles Toward Writing Competency*", The study findings found that between the students who were taught by controlled writing and those who were taught by traditional writing techniques, there was a substantial gap in writing skills. In addition, since it is very effective, the application of directed writing in study needs to be strengthened in the teaching and learning phase. The Department of Education, Schools and Families of the Primary School Strategy (2007) also claimed that controlled writing provides an enhancement to the critical component of the healthy writing curriculum. Kellog et al. (2011) found out that correct writing techniques will increase the efficiency of writing and decrease the overload of focus. In addition, writing success is often promoted, and teachers may play a key role in helping students to develop viable methods to prepare themselves for drafting, revising, and editing (Lan, et al.,2011).

The research by Hadayani et al. (2013) also aimed to examine whether the introduction of the controlled writing approach and the encouragement for student success had a substantial influence on the writing skills of grade 8 students. The researcher noticed that, first, between the students who were trained by using picture series writing strategy and traditional writing strategy, there was a substantial gap in the writing skills of the students. Second, there was an important interactional impact on the competency of the students writing between the techniques applied and the encouragement of the students to succeed. Third, there was a substantial gap in the skill of students to write between the students who were strongly inspired to succeed while they were taught by writing picture series and traditional technique. Fourth, when they were taught using picture series writing technique and traditional strategy, there was a substantial gap in the writing skills of the students who had poor incentive for achievement. This research would stress the importance of using guided writing techniques to increase understanding of the student's writing skills at SMP PGRI 2 Denpasar and develop high learning motivation. Furthermore, this research closely explores the application of the controlled writing approach and the motivation of the students for success, which indicates a major influence on the writing skills of the students.

1.2 Identification of the problem

The success of teaching and learning to write in English is usually impacted by the teachers and students themselves, such as the manner of teaching and learning. The external influence is the teaching methodology, which means that it relies on

the success of the instructor in applying the technique and the learning style as the students' own internal factor to achieve greater quality. The learning process in SMP PGRI 2 Denpasar was influenced by these factors. Some problems can be identified based on the background above; students found difficulties in organizing their ideas before pouring it into writing. Thus, this situation implied that the students had insufficient techniques in writing. Organizing idea came to be the major obstacles.

In addition, many students have different background of learning English. Most of them come from the primary national schools which have very basic English language acquisition. Therefore, when they are in junior high school, they still have the same problems. One of the common problems is in writing skills. They find difficulties in constructing sentences especially when writing a long paragraph. The key challenges that the students have in English writing can be seen on observation in English class in SMP PGRI 2 Denpasar during the teaching learning process. In order to create a piece of writing and organize their thoughts, the students took a long time. They did not make any correction after they wrote it in paragraphs. Commonly the teacher started the class by giving a short explanation about the theory of writing, a kind of genre, demonstrating writing and ended by doing exercises. This learning method is difficult to be followed by the students because they have problem to arrange coherence sentences. In addition, it is possible to consider the learning process challenges in SMP PGRI 2 as follows:

Students of SMP PGRI 2 grade 8 were found to have lack of vocabulary and they could only pronounce and recognize the individual words without conveying the message what the teacher extends.

1. The students failed to compose a piece of writing and comprehend a longer paragraph.
2. The students found it difficult to focus on ideas and put it into a paragraph.
3. The students were lack of learning motivation in writing
4. The teacher`s method in teaching writing was focused on the explanation of writing paragraph

1.3 Scope of study

SMP PGRI 2 Denpasar was the topic of this report. This included an inquiry into the effects of the Picture Series on the learning enthusiasm of students on the writing skills of SMP PGRI 2 Denpasar Grade VIII students in the 2016/2017 academic year.

1.4 Research Question

In this study, the problems are investigated as follows:

1. Is there a major difference in the achievement of writing between the students taught using Picture Series and those taught using traditional techniques?
2. Are there any impact on the writing performance of students of the relationship between the teaching writing strategies (Picture Series) and learning motivation?

3. Are there any significant differences in writing achievement between the students with high-learning motivation taught using Picture Series and those taught by using the conventional techniques?
4. Are there any major gaps in writing achievement between the students taught using Picture Series of low-learning encouragement and those taught using traditional techniques?

1.5 Purpose of Study

Specifically, this study aims at answering the questions stated on the statement of the research questions. They are stated as follows:

1. To investigate whether there are significant differences in writing achievement between the students who are taught using Picture Series and those who are taught using the conventional technique.
2. To investigate whether there are any effects of the interaction between the technique of teaching writing (Picture Series) and learning motivation upon students' writing achievement.
3. To investigate whether there are significant differences in writing achievement between the students with high-learning motivation taught using Picture series technique and those taught by using the conventional technique.
4. To investigate whether there are significant differences in writing achievement between the students with low-learning motivation taught using Picture Series technique and those taught by using conventional technique.

1.6 Significance of the study

This study is expected to provide different teaching approaches that are related to writing, picture series technique as well as students' learning motivation. The following are the details of theoretical and practical significances.

1.6.1 Theoretical Significance

This research can provide important contribution and add new concepts of teaching writing since Picture Series is an innovative teaching technique with some advantages that can be used as the sources for further research especially related to teaching writing competency.

1.6.2 Practical Significance

The results of this study are intended to provide several advantages to:

1. Significance for The Teacher

The benefits that this study carries for teachers are providing the English teacher a deeper understanding on an effective technique used in conducting an instruction especially in teaching writing. Through involving learning motivation within this research, it can encourage the teacher's awareness on the importance of considering the students' learning motivation in teaching learning process. It enables teachers to accommodate students learning motivation with their teaching.

2. Significance for The Students

Due to the focus of this study was on the effect of a kind of instructional technique, it serves considerable advantages toward the students. First, it provides the students more opportunities in practicing writing. Second, it improves the students' writing skills particularly in terms of content, organization, vocabulary, grammar and mechanics. Finally, it encourages them to have self-awareness of their needs relates to their learning motivation.

3. Specific Significance for the School Investigated (SMP PGRI 2 Denpasar).

This study is considered useful for particular school concerning with educational development. It can improve the quality of teaching-learning English at school since this study presents meaningful process or instruction especially in writing. This research can be used as guidance in creating appropriate design of instruction to increase the quality of education.

