

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides a brief description of the whole contents of the study including background of the study, problem statement, purpose of the study, significance of the study, scope and limitation and definition of key terms.

### **1.1 Background of Study**

In reality, writing is still considered as hard job to learn including recount text. Coffey, M.P. (1987) states that too often English as second language (ESL) writers feel great sense of frustration when asked to compose a piece of writing because they know quite a few about grammar and vocabulary. Besides, they also find problem in developing idea. Moreover, if we bring this discussion to teach the recount writing at junior high school, we find this problem become more complicated. The disability of the students to formulate complex thought in English writing has become a prior focus to solve. Whereas, the standard curriculum stimulates that competence standard for writing aspect at junior high school is to be able to express the meaning in the very simple short texts or short essay in descriptive texts and recount texts to interact with the environment (Dispendik, 2004: 5). Besides that, there are two base competences of writing aspect. The first is to be able to respond the meaning of the Short Functional Text in both formal and informal accurately, fluently and receivable to interact with the environment and the second is to be able to respond the meaning and rhetoric

steps in the simple easy accurately, fluently and receivable to interact with the environment in descriptive and recount.

A writing class is often perceived as a boring and time consuming class. It is time consuming because the teachers might take a long time to make the students understand what is being taught. Most teachers' strategies are often trapped by giving translation focuses method in teaching writing (Haffernan, 2001). Moreover, most of the students have average to low degree of English language proficiency, thus, the teachers have to deal with one thing for quite a long time before they actually move to the more complicated issues. Consequently, the students find it boring to join the class if the teachers do not have a new method in delivering the materials. Similarly, the teacher will have negative impressions towards the students which, at the end, affect the teachers' commitment.

Junior high school Muhammadiyah 4 Giri was an institution which was located in the south city of Gresik. The distance was around 40 kilometers from Gresik city. It was the Islamic school which students mostly came from the children around the school. As private school, English lesson had high passing grade for their students. In all skill of English, the passing grade score used 75.

From the observation, the problem was that the students' ability in writing recount text is still far from what was expected. From the result of the students' writing, the average score of the students was 52, 0. From the writing score, there were only 3 students who got writing score above 75, 0. It meant they could fulfill the passing grade of writing skill in English lesson. While the other 18 students got score under 75, 0. It meant that they still failed to write English well.

The researcher also found another problem in teaching recount at A class of second grade. They were smart and creative students because in the class there were products of the students' creativity which were at the wall of the class. They were also easy to learn new thing but when the teacher came to the class, some of them were crowded. They did not respect to the teacher coming. They were also very lazy when the teacher got them to open their book and to write the note of generic structure of recount text. Their response showed the low motivation of the students in joining the classroom teaching. The students who usually took a part the classes interactively had become quite during the class teaching. It looked different when learning another skill of English. Besides, another problem of students was disability to arrange the words to be good sentences or arrange the sentences to be good paragraph when they developed the paragraph, especially in recount writing class. They had some problem related to the way to write good paragraph. Some of them just did it without writing anything. The researcher taught that these problems come from the teacher's strategy to teach writing recount.

The teacher had graduated from English department faculty of teacher training and education of the good university in Gresik. He also has many experiences about teaching yet in this case, he only gave the students note and explanation of the generic structure of the recount text. Then he gave an example of it. After that, he asked the students to analyze the text based on the generic structure of the recount text and then he assigned the task of writing without giving proper steps to be able to produce good work. He also did not have alternative ideas of how to modify the activities during the class or provides

students with plenty activities. It meant that the teacher did not use the media which could make the students motivated join the class. So, the class could be bored and monotonous, and the students had low motivation and did not do their exercise to create the recount paragraph.

Task based instruction is a methodology which claims that the best way to create interactional in the classroom is to use designed interactional task (Ricards, 2006:300. According to Ellis in Brown (2005), task based instruction has emerged as a major focal point of language teaching practice worldwide. As the profession has continued to emphasize classroom interaction, learner centered teaching, authenticity, and viewing the learners' own experiences as important contributors to learning, task based instruction draws the attention of teachers and learners to task in the classroom, moreover, Skehan (1989:1) in Husna says that TBI offers students material which they have to actively engage in the processing of order to achieve a goal or complete a task. It is aimed to develop students' inter language through providing a task and then using language to solve it. Thus, effective learning occurs as the students are fully engage in a language task, rather than just learning about the language. Here, the learners are required to actively negotiate meaning and produce communication to complete the task.

Based on the fact that language acquisition is influenced by the complex interactions of a number of variables including materials, activities, and evaluate feedback, task based instruction has a positive effect on these variables. When applying task based instruction method, students are given a task to perform and only when the task has been completed does the teacher discuss the language that

is used, making corrections and adjustment which the students' performance of the task has shown to desirable. (Harmer, 2001:87).

Picture in writing is one way to solve the problems in writing. Picture is categorized as one of aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned (Allen, 1983: 33).

In this research, the researcher tries to use picture series in teaching recount text in order for the students can understand about the meaning of picture series given by researcher so that the students can apply their imagination easily to write recount text. The students just want to see and focused to the one object from the provided picture. The students will not be bored again to their writing and they can develop and share their ideas in written form. It also makes a sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or stimulus to the students in process writing where it can also express their ideas and it can develop the content of writing.

Picture series is one of media to help teachers and students in learning English, especially writing the recount text. Picture series is a series of pictures that related each other in accordance with the sequence of events. So the main function of the picture series is to tell a tale, story or events based on time sequence. Students will be very interested by using picture series and they will be better exploiting each picture to shape frame make of a recount text.

Pictures are not just as aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences we must help our students to cope with (Wright, 1997: 2). In addition, he mentions

that pictures can be used by teacher and students whatever emphasis of the syllabus they are following. Furthermore, he states pictures make particularly powerful contribution to both the content and the process of language learning.

With the picture series media is expected to write a recount of learning to be effective and efficient and ultimately get a satisfactory result. In addition, the idea of writing skills or ideas that student has to put into writing. The existence of writing a systematic, coherent and cohesive is required by the writer and reader.

Using picture series in writing recount texts has many advantages. Raimes (1983: 36) states that a picture sequence, such as comic strip, provides the subject matter for writing recount and for speculating about the story beyond the pictures in the strip. A set of parallel picture that shows a similar scene or tells a similar story and provides material that offers guidance on vocabulary, sentence structure, and organization. On the other hand, picture series in which there is the opportunity for widely divergent interpretations are an excellent basis for stimulating individual response and a variety of written outcomes. Besides, the students usually have other perceptions and interpretations to the provided picture. The students just want to see and focus to the one object from the provided picture.

In reference to the explanations above and the strong desire of finding the solution of these problems, the researcher has motivation to do the research in improving the teaching of writing in real class uses task based instruction by using picture series. It is hoped that the strategy can improve the students' ability in writing, especially in recount text.

## **1.2 Problem Statement**

How does the use of task based instruction by using picture series improve students' recount writing ability for the second grade at SMP Muhammadiyah Giri?

## **1.3 Purpose of the Study**

From the statement of the problem, the purpose of the study is to improve the students' ability in writing recount text in which the writer tries to use task based instruction by using picture series in teaching and learning process. This method guides the students to become active, creative and easy to express their ideas in writing recount text.

## **1.4 Significance of Study**

The researcher hopes that the research give some benefits in the English teaching learning, especially in teaching writing recount text. There are two kinds of the benefits in this research. They are theoretical and practical.

### **a. Theoretical**

This study can be useful to find the strategy in teaching writing recount text. Besides that, the result of this study is expected to give contribution in the development of TEFL and this study will contribute to the development of teaching strategy especially for English teaching.

## b. Practical

The result of the study is useful for students, teacher, and school and the reader.

- For the students: By implementing task based instruction by using picture series can be facilitated to write in English well so that writing skill are not difficult anymore to do. In this case, the students are also motivated to express their ideas through writing form especially in recount text.
- For English teacher: they can implement task based instruction by using picture series in teaching English especially in writing recount text. It can also motivate the teachers in making the preparation of different learning writing as references.
- For schools, this research provides a good contribution in order to improve the quality of learning.
- For the readers, they can utilize the information clarified as a result of the study to extend their understanding about increasing writing recount text using pi

## 1.5 Scope and Limitation of Study

In this research, the researcher limits the problem to make this research feasible. The researcher makes the scope of this study is focused in finding a good way to improve the students' writing skill especially in writing recount text.

Besides that, the research is focused on the teaching of recount text that uses task based instruction by using picture series as the instructional media. The researcher conducts the research on the teaching of recount text uses task based instruction by using picture series as the instructional media in eight grade students at SMP Muhammadiyah 4 Giri. To get more specific object, the researcher specifies eight grade students which consist of 21 students, 11 women and 10 men.



## **1.6 Definition of Key Terms**

The definitions of the key terms are given in order to avoid misinterpretation and the key terms that are necessary to be defined are:

1. Picture series is a series of pictures that related each other in accordance with the sequence of events.
2. Writing ability is expressing ideas, facts, feeling, experience, and thought in written form.
3. Recount text is text that tells the students' own experiences. It can also be found in personal letter, biography, and history.
4. Task based instruction is a communicative language approach whereby language learners must work together and use the second language to solve an authentic communicative problem of writing.