

CHAPTER I

INTRODUCTION

This chapter represents the general introduction of the research. It includes the research background, research problem, the aim of the study, and research significance.

1.1. Background

The learning process is an intensive process of interaction between the main components of the learning system, namely teachers, students, learning materials, and the environment Harmer (2004). Likewise, Indonesian language learning needs an interactive process so that the students can practice directly covering four aspects of skills such as listening, speaking, reading, and writing. Among the four language skills taught in school writing is the most difficult skills to learn especially in junior high school.

According to Grenville (2001), writing is not a matter of talent because basically no one was born knowing how to write but it is a skill that most people can learn and the more you do it the easier it becomes. It needs specialized skills that include the ability to express the writer's opinion or thoughts clearly and efficiently. It cannot be denied that writing is the complex skills because students need to comprehend spellings, grammars, sentences, vocabularies, and structures as the units in writing. Wasilah (2009) said that writing is considered difficult and people will be able to write after they have mastered listening, speaking, and reading skill. Writing not only gets the words down, but it also needs the skills to choose the words, spelling, punctuations, grammar, sentence linking, and text construction correctly (Phillip, 2003). Therefore, it can be concluded that, one of the roles of writing skill is giving tremendous contribution in education because writing will become permanent documents that can be accessed now or in the future.

Generally, some people have difficulty in writing because it is different from speaking in terms of the complexity of the writing process and interrelationship of its component. Writing is not merely putting down

words or sentences in the form of paper instantly, but it is a process of thinking that writing as a thinking process (Lawrence,1975). It means that in the process of writing, someone has to think to relate lots of fact and to compare the fact or one has to be able to think of which facts to be written, so the writing can be in line with the topics of the writing.

Brown (2004: 255) said that writing was very useful in their live because we can communicate, express ideas with a reader. In the same view, he also claimed that writing is the most difficult skill for students to acquire, as it requires the readers to understand and interpret what has been written. In addition, Brown (2001: 336) stated that writing is a thinking process in which a writer produces a final written product based on their thinking after the writer goes through the thinking process.

The close relationship between writing and thinking makes writing a valuable part of any language course. Harmer (2007) argued that through writing students can express their ideas and thought in people attempt to make meanings. In addition, he said that not only dealing with the ideas in mind, the writer also needs to deal with the components of writing such as grammatical structure, vocabulary, punctuation, and the mechanics of writing in order to make the written product can be absorbed clearly by the readers. Moreoverwr, writing makes our thoughts visible, changing our thinking into print, allowing us to develop and encourage our ideas (Harmer, 2007).

There are many types of text in writing . They are argumentative text, narrative text, descriptive text, and procedural text . The procedure text is not only a text learned at school but also students can find in the daily live and they will find anymore procedure text in their game rules,cooking recipes, and sign up instagram or others media online. Generally, students do error in using imperative verb, adverb and adjective that should be used in a procedure text (Soraya,2021). Moreover, students still get difficulties to compose or write procedural text. According to Rahmat et al.,(2012),the

problems concerned in choosing the best word (word choice), organizing generic structure (goal, ingredients , and procedure).

Pictures may help learners in the exploration of ideas besides motivating them to write (Sesrica & Jismulatif,2017). Pictures stimulate learners in the process of generating ideas which leads to the construction of sentences. In addition, Raimes (1983) said that with a picture, all students, after close observation of the material, they will immediately need that appropriate vocabulary, idiom and sentence structure to discuss what they see.

Based on the preliminary study conducted in SMP N 20 Kota Kupang, there were some challenges and difficulties faced by students in writing such as using the correct grammatical and to put punctuation, particularly in procedural text. Therefore, the researcher is interested to do a research under the title “The Improvement Of Students’ Ability In Writing Procedure Text Using Picture at Eight Grade of SMP N 20 Kota Kupang”.

1.2 Research Problem

The leading research question that the researcher proposes to pursue is: Can picture improve students’ ability in writing procedure text at eight grade of SMP N 20 Kota Kupang?

1.3 Aim of Study

Based on the problem above, the objective of the research is to find out whether using picture can improve or cannot improve students’ ability in writing procedure text at eight grade of SMP N 20 Kota Kupang.

1.4 Significance of Study

The significance of this study will be assumed as follows:

1.4.1 Implication

This study supports the theory of Suaeni (2015) who stated that pictures can clarify the material being taught and make learning more permanent. Moreover ,Pictures can help the learners to ease

them in understanding the meaning of word, a sentence or even a paragraph and by using picture , the learner can get the imagination about the onjects or situations that happens.

1.4.2 Application

The research of this study is expected to give valuable information to : the first is English teachers for teaching using picture relating with the texts. Second is students can find out some knowledge and also develop their skill , especially writing and the students can interest with the material given by the teacher.