

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

English is one of the languages that is considered important to learn in the current era of globalization. English is recognized as an international language, so many countries in the world use it as the main language in communicating with foreigners (Utami et al., 2022). There are several reasons why it is important to master a foreign language in the current era, including making it easier to find work, improving social interaction, improving careers, facilitating the search for knowledge or international literature, and expanding understanding of technology (Putri & Wijayanti, 2008).

This is evident in the world of education in Indonesia. English is one of the subjects taught to students starting from elementary to college level. The Indonesian government began to introduce English as early as possible from elementary to high school level. And nowadays, various English learning techniques can certainly attract students' interest in learning. This is a challenge for English teachers in SD/MI. It needs continuous innovation from teachers so that students can be actively involved in the learning process.

One of the variations in English language learning is the implementation of the curriculum used in Indonesia. Language proficiency requires reading, writing, listening and speaking skills. Writing is the most difficult as it requires students to organize their ideas efficiently into cohesive phrases and paragraphs. According to Brown, writing is particularly difficult as it requires students to guide themselves in conveying their ideas and expertise well to their readers in addition to producing precise and comprehensive representations.

In addition, in the educational process, teachers' teaching and classroom skills have a major impact on students' learning success. This is a key factor that must be considered as it can affect student learning outcomes in both direct and indirect ways (Dauyah et al., 2018).

In the process of learning English, a student must have experienced an obstacle in learning. These obstacles can lead to less than optimal student learning outcomes. Hasan (2000) states that the difficulty faced by many learners of English as a foreign language is the incomprehension of English pronunciation expressed at normal speed through listening material. On reading skills. In addition, according to Rahmawati (2011) argues that the problem faced for comprehension of reading texts lies in the lack of knowledge of reading material and ignorance of how to connect ideas between sentences with one another. Writing skills are difficult because these activities require complex and systematic thought processes, but nevertheless need to be mastered by English language learners. And according to Rukmini (2011), in communication, writing skills are also important to master. The benefits will be felt when the written language is published and read by many people. So the quality of writing must always be improved. For speaking skills, Megawati & Mandarani (2016) in their research found that the difficulty that students often face when speaking English lies in the lack of English vocabulary.

Based on the research above, it can be concluded that there are several difficulties faced by students in learning English where one of the observations is that students find it difficult to write comprehensible and cohesive narratives. In addition, they have difficulty putting together cohesive clauses, phrases and sentences. In addition, many students often use Indonesian tenses in their English writing.

So the solutions to these problems are to improve their writing skills to expand their vocabulary and strengthen their sentences, especially in the past tense for recount writing. It is important to note that many of these children view English as a foreign language, and becoming familiar with the various tenses and their norms may be quite challenging with tenses because they are aware that in Indonesian there are none, and for them English is just a foreign language.

The problems encountered certainly encourage a teacher or language instructor to pay more attention to the condition of his students followed by readiness in the implementation of learning. Without careful preparation, learning activities will not run effectively. These preparations can be seen from the Learning Implementation Plan (RPP), materials, media, and assessment. By understanding the problems faced by students, an educator can conduct self-reflection to find out how effective the implementation of the learning process in the classroom and to improve the quality of students).

The author highlights how few opportunities most teachers give their students to practice and hone their writing skills. Teachers also fail to adequately address children's writing problems. In conclusion, students do not have enough opportunities to practice writing from their English teachers. Instead of integrating all four English skills, they concentrate on teaching one skill, such as speaking or reading. Finally, the author highlights the fact that because writing tasks take a lot of time and are difficult to assess, English teachers do not give their students adequate and varied writing tasks. An English instructor at the school had also observed the same problem in the previous semester or year, indicating that students needed help finding answers to this ongoing problem.

Based on the writer's experience, the most difficult skill to learn is writing. The writer has observed some students in SMAN 1 Sungai Penuh about the students' problems in writing English text. There are three problems that they have, they are: first, they lack of vocabularies. Second, they do not know how to make a good sentence. Third, they do not know how to organize writing.

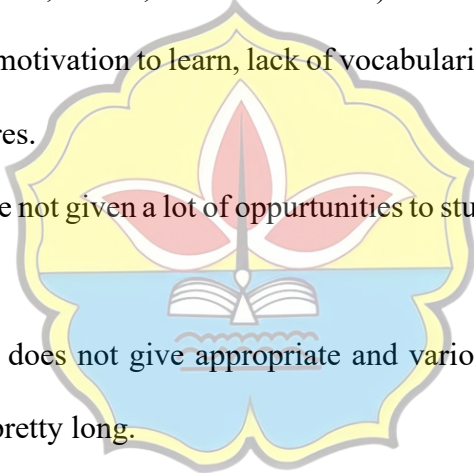
Therefore, in this article the author is interested in innovating the use of images in writing English past texts. In addition, it is necessary to do so as an information material that can later

be used to improve the concept of effective English learning for students who are not from English majors (ESP learners).

1.2 Identification of the Problem

Based on the background explained above, then the identification of the problems can be written as follows:

1. Students have difficulties to produce coherent and understandable recount text.
2. Students cannot understand how to get ideas especially on writing generic structure of recount text (orientation, events, and reorientation).
3. Students are lack of motivation to learn, lack of vocabularies, and lack of understanding grammatical structures.
4. Most of teachers have not given a lot of oppurtunities to students to practice and develop their writing skill.
5. The English teacher does not give appropriate and various writing tasks because the tasks take time and pretty long.



1.3 Limitation of the Problem

The limitation of the problems in this study are as follow.

- a. The learning Media studied was writing picture series.
- b. Writing material for tenth grade students in this study recount text material.

The purpose of the study is to determine how employing picture series affects students' ability to write recount texts. Using photo series is the main emphasis of the research. Students at SMAN 1 Sungai Penuh in the tenth grade will be the subjects of this study. A picture series might make it easier for the teacher to explain the subject.

1.4 Problem of the Research

The study question is: "Is there a significant effect of using picture series on students' writing of recount texts among tenth-grade students at SMAN 1 Sungai Penuh in the academic year 2024/2025?" based on the background information supplied.

1.5 Objectives of the Research

The research aims to determine if using a picture series has a significant effect on the writing of recount text by tenth-grade students at SMAN 1 Sungai Penuh in the academic year 2024/2025.

1.6 Significance of the Research

The researcher expects this research can give benefits, both theoretical and practical.

1.6.1 Theoretical Benefits

Theoretically, the researcher hopes that this study will provide insight on how picture series affect students' recount text writing. Teachers and other researchers, in particular, hope that the ideas will aid in their practical application in the classroom.

1.6.2 Practical Benefits

1. Students

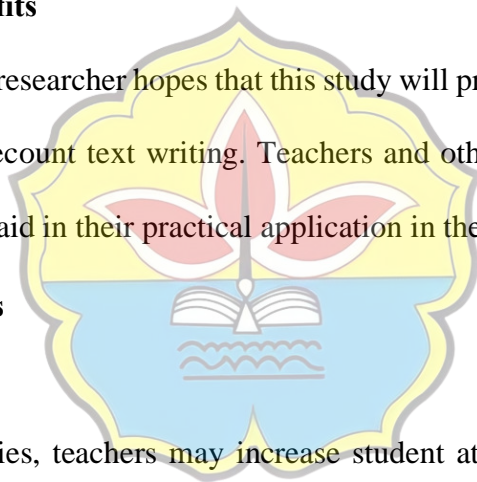
By using image series, teachers may increase student attention and understand how their authoring of recount texts affects their performance. Make the teaching and learning process enjoyable for the pupils. Encourage pupils to write more readily.

2. Teachers

One of the mediums that instructors may use to improve the quality of the teaching and learning process is picture series. It could be a way to help pupils learn to interact with one another more in the classroom.

3. Other Researcher

The researcher anticipates that this study will encourage them to carry out other studies on the application of picture series.



1.7 Basic Assumption

One linguistic skill that pupils need to be proficient in is writing. Based on Depdiknas (2002). Speaking, writing, reading, and listening are all part of the spoken and written English learning process. According to Carter et al. (2002), writing is critical to one's professional and personal success since it serves as a tool for others to assess one's capacity for thought. For instance, a strong cover letter may make the difference between someone getting hired and someone not. As a result, having strong writing abilities is essential to efficiently and clearly communicating our information and thoughts.

1.8 Definition of Key Terms

There are terms mostly use in this research that need to be define. They are effect, learning, leraning media, picture series, writing, and recount text.

1. Effect

In Oxford learner's pocketdictionary (2008) The effect (change) is result or make successful.

2. Learning

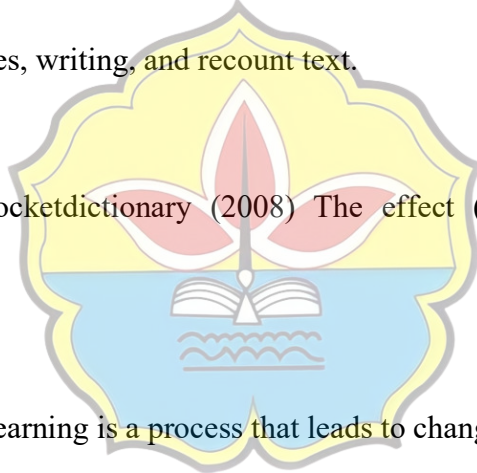
Ambrose (2010) explains, learning is a process that leads to change, which occur as a result of experinece and increase the potential of improved performance and future learning.

3. Learning Media

Kozma (1991:Vol 61[2] describes,learning with media as a complementary process with in which representations are construct and procedure perform,sometimes by the learner and sometimes by the medium.

4. Picture Series

Hamzah (2001) states picture series is set of visual representation of people, places, or object are realize on paper, photo, drawing, or other material.



5. Writing

Richard Kern (2000,72) states writing is functional communication, making learners possible to create imagined worlds of their own design.

6. Recount Text

Recount Text is a recount which listand describe past experiences by retellevents in the order in which they happened (chroconical order).

