

CHAPTER I

INTRODUCTION

A. Background of the Study

The main goal of Teaching English lesson in junior high schools in Indonesia is to develop the ability to use English in oral and written communication. According to Kurikulum Diknas 2004 that the standard competency in English, especially for the students of Junior High School and Senior High School, is that the students can communicate both in oral and written English. They can understand kinds of text such as descriptive, narrative, report, procedure, and recount. The Government Regulation (PP No 19, 2005) stipulates that language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. Students have to be directed to the Standard Competence and Standard Basic of the English Lesson.

The level of literacy of junior high school students is functional level. It means that the junior high school students can use English to get things done, use English for survival purposes (buying and selling, asking, and giving permission, making and canceling appointments, read and write simple text, read popular science, etc).

According to the Indonesian education act; the graduates of junior high school are required to have the following competence standard in writing: *siswa mampu mengungkapkan makna secara tertulis dalam berbagai teks fungsional pendek dan teks berbentuk procedure, deskriptif, recount, narative, dan report*

secara akurat, lancar dan berterima. Kompetensi dasar menulis untuk kelas IX adalah mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk Narrative (PP No. 19, 2005) Students are able to express the meaning in a form of written text in a variety of short functional text and short procedure text, descriptive, recount, narrative, and report accurately, fluently and acceptable. Basic competencies in writing for IX grade of students expressing meaning and rhetorical steps in simple short essay using a variety of written language accurately, fluently, and acceptable to interact with their closest environment in the form of narrative text (PP. 19, 2005).

The ultimate goal of competence standard 2006 is to participate in discourse or to communicate ideas, feelings, etc in spoken and written English accurately, fluently, and in acceptable manners. It means that in teaching-learning process, the teacher should develop the students' basic competence and competence standard. As a matter of fact, the task of language teacher is to explore the students' ability to participate in creating the text. In other words, the language teachers' task is to explore the students' ability to communicate or to change the meaning.

Communication happens in text, spoken or written, thus, communication is creating text, and this involves more than simply creating grammatical sentences. Text is not unit of word but it is a semantic unit, Halliday in Materi Pelatihan Terintegrasi Bahasa Inggris, (2004: 12). There are some definitions of text, namely: (1) a text is any meaningful stretch of language-oral and written Derewianka (1995: 17), (2) a text is the verbal record of communicative act

Brown and Yule in Wallace (1996: 8), and (3) a text is the physical manifestation of language, the data the reader works with to construct meaning, which consists of actual marks on the page. These marks include the whole range of graphic feature which follow generally agreed conventions about the nature of the writing system and are thus communicative (Wallace, 1996: 8).

Not all texts are the same, and a functional model of language describes the ways in which the text is being used, so texts are structured in different ways to achieve their purpose. The differences to look at the texts are: (1) in terms of their formal features, that is, at ways features of the grammatical system are used to link sentences or paragraph, (2) proportional meaning, that is how ideas or concepts are expressed and reacted to each other; and (3) communicative function, both the ways in which sections of a text can be interpreted in relation to other sections and of the function of any text as a whole.

As Anderson (2003: 3) states, a text is created by a speaker or writer. When constructing a piece of text, the speaker or writer makes choice about the word used and these words will be put together. And the choice of words will depend on the purpose and context (surrounding) of the text. Text is interpreted by listeners or readers. There are two main categories of text: literary and factual. Literary texts are used to tell about human experiences, usually in an imaginative way such as; narrative, poems, and dramas. The purpose of these texts is to make readers and listeners think, laugh, cry or been entertained. The factual text types present information or ideas. The purpose is to inform, instruct, educate or persuade the listener or reader. The main factual text types are explanation,

information, discussion, exposition, recount, factual description, procedure, narrative and procedural recount. One factor which accounts for differences in texts is the purpose for which the text is being used. The texts are structured in different ways to achieve their purpose.

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing.

Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or

the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

Anderson (1997: 14) states that a good narrative uses words to paint a picture in our mind of:

- a. what characters look like (their experience),
- b. where the action is taking place (the setting),
- c. how things happened (the action).

There are many researchers who studied about narrative text relating with teaching writing to grow the student's desire, some of them thought that write narrative text using series of pictures make the students more interested in containing of the story so it can be easier for the teachers to lead the students to write the text.

And some of the researchers thought that teaching narrative text using series of pictures are more interesting, and it make the students more creative, more enthusiastic, the students could develop the content of the story and organized it based on the generic structure, they also used the proper vocabularies, It made the students understood with the whole of the story by the using of picture series. The researcher who has studied about narrative text and using series of pictures there are: Sarinten (2009), Mansur (2011), Litasari (2009), Linawati (2012), Fitriyaningsih (2012), Tinawati (2007). Turasih (2008), Arifia (2008), Abdul Mufid (2009), Rina Wahyuningrum (2011).

The ten researchers above studied about the usage of series pictures to teach the narrative text and all of them studied about how effective thought the

students using series of picture, but here the writer difference with what they studied, the researcher wants to differ or compare about the impact of series of pictures to construct narrative text in contextual teaching and learning process with the students' who don't teach without series of pictures to construct narrative text in contextual teaching and learning process.

The reason of choosing narrative text as the object of this research is that usually the students at junior high school get some difficulties in constructing narrative text because lacks of vocabulary, conjunction, tenses, structure and especially the idea or their creativity in creating the story, so the students feel under esteemed to do it, and the teacher should have any effort to solve this problem, one of this is using series of picture to teach the text to the students.

The question left is whether constructing the narrative text using series of pictures really facilitate the students or can overcome that problem to get their English competence or not, the researcher wants to know whether the using series of pictures in constructing the narrative text in teaching and learning process help the students to expand their English skills or it doesn't expand their English skills.

The researcher believes that teaching narrative text to the students using series of pictures in Contextual Teaching and Learning process will expand the students' ability in constructing narrative texts, and it will be intensive for the teachers to teach the students in class when the teacher applies a series of pictures in teaching and learning, beside that the students will be more active when they are studying English in constructing narrative text using series of picture, the

researcher also believe that the series of pictures that used in constructing narrative text makes the students more creative in teaching and learning process.

After knowing the finding of the study, the researcher will draw a conclusion whether the using of series of pictures in constructing the narrative text in teaching and learning process for the ninth grade junior high school students, that they attended really affects their English achievements in the examination.

In this study, the research takes the population of the ninth grade junior high school of SMPN 2 Geger Madiun. The purpose of taking SMPN 2 Geger Madiun as the place of study is that the research considers the students being a representative sample of the first grade students.

B. Formulation of the problem

According to Latuheru (1988:27), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, picture can save the teacher's time and energy. In addition, Raimes (1983: 11) state those pictures in sequence provide for a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures provide materials that offer guidance on vocabulary, sentence structure, and organization, and then let the students to write about new subject matter.

Meanwhile, Klasek (1972: 39) states that there are several advantages of pictures. First, the picture is inexpensive, familiar medium of communication. Moreover, picture can be arranged in sequence and can be adapted to many subjects. In addition, picture has a multiplicity of uses - by individual student, on bulletin boards and on flame board. Furthermore, picture can assist in the prevention of, and correction of, misconceptions. Besides, picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.

Additionally, Wright (1989: 21) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

Dale (1969: 18) adds that pictures have advantages of their own. They can bring the students closed to the very point of visual context with reality itself. They can also compress or otherwise manipulate reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. They enable us to travel to an inaccessible place, to study in detail, and to accomplish a great many other learning that would be impossible otherwise.

In addition, Sulaeman (1988: 13) states that pictures are essential visual media since they can show concrete visual description of the ideas they bring. They can make readers understand the ideas or information they bring clearly, even more clearly than written or oral words.

Brown, et. al. (1983: 9) state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

In this study the research would like to answer this question: Is there any significant difference of the achievement between the students who get the teaching and learning process in constructing the narrative text using series of pictures and those who do not who get the teaching and learning process in constructing the narrative text using series of pictures, at the student at the ninth grade of SMPN 2 Geger at the academic year of 2013 / 2014.

C. Problem Statement

1. Can a series of pictures in Contextual Teaching and Learning expand the main idea to the students in constructing narrative texts?
2. How intensive series of pictures broaden the students' vocabulary in constructing narrative text in teaching and learning process?
3. Can a series of pictures in Contextual Teaching and Learning process make difference between the students who get the lesson using series of pictures

and the students who don't get it in enhancing the student's cohesion and coherence in writing narrative text?

D. Objectives of the Study

This research focuses on improving the students' ability in constructing narrative text by using series of pictures in Contextual Teaching Learning (CTL). In details, this research has the objectives to know whether:

1. A series of pictures in Contextual Teaching and Learning (CTL) can expand the students' ability in constructing narrative texts.
2. Teaching narrative text using series of picture can enlarge the student's vocabulary in teaching and learning process.
3. Series of pictures in Contextual Teaching and Learning enhance the students to create the narrative text cohesion and coherence.

E. Benefit of the Study

1. This research can help the teacher to have more varieties of teaching model in teaching narrative.
2. This research can help the teacher to do their job professionally and innovatively.
3. This research helps the students to learn narrative text more easily and more interestingly.
4. This research can arouse the students' motivation.

F. The Outline of the Thesis

The thesis is divided into five chapters that can be presented as follows.

Chapter 1, Gives the introduction that contains the background of the study, reasons for choosing the topic, formulation of the problem, the statements of the problem, the objectives of the study, benefit of the study.

Chapter II, Presents of the previous study, theoretical description of genre (narrative text), teaching writing, teaching media, contextual teaching and learning, rationale, hypotheses.

Chapter III, Deals with research method which discuss type of research, subject and object of research, data and data source, method of collecting data, method of analyzing data.

Chapter IV, It gives interpretation of the result and discussion of the study.

Chapter V, Presents some conclusions and suggestions.