

## CHAPTER I

### INTRODUCTION

This chapter outlines the background of this research, research questions, aims of the research, scope of the study, significance of the research, research hypothesis, clarification of terms, and organization of the paper.

#### 1.1 Background

Writing is a complex process of communication in which the writer needs to have both knowledge of language and knowledge of formulating ideas. According to Alwasilah and Alwasilah (2007), writing is the most difficult skill in learning EFL. In writing, the students have to consider some rules to create a better text. Harris (1995) states that students have to consider some diverse elements namely content, form, grammar, style and mechanics. In other words, the students are required to be able to develop their ideas and organize the elements of writing to write well.

Considering the complicated process faced by students, writing is considered as the most boring language activity to do in the class. Harmer (2004) states that writing is a weird activity for students because they seldom write even in their own language. It is hard for them to start writing. The main reason which causes that problem is teachers still do not know how to create attractive and effective ways in teaching writing. Consequently, students do not have any clue when they are asked to compose a text. As Dewey (*cited* in Mooney, 2000) states, enjoyable teaching-learning process will occur when students are interested in the materials. So, teachers should do their role as facilitator in which they need to prepare the fun and easy way in delivering the materials (Brown, 2001). The use of media such as a picture is one of ways in creating the fun and enjoyable learning.

Pictures can be tools or media to stimulate students in describing an object or a person in the pictures. Students can acquire the meaning by seeing things in the pictures without teacher's explanation. Pictures also help the students to communicate or explain the events in the pictures. Moreover, the pictures can also avoid boredom in learning descriptive text. According to Raimes (1983), pictures can be valuable resources for teaching writing. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities.

In relation to the teaching writing descriptive texts, pictures are useful to use. The use of pictures can support the process of teaching writing descriptive texts. It helps the teachers to serve the important aspects in teaching descriptive genres that are to introduce the genres and to point out some distinctive characteristics of genres such as the social functions, generic structures, and the language features of the text (Kim, 2006). In doing so, GBA (Genre-Based Approach) can be used as one of the methods in teaching writing descriptive texts.

Referring to the previous study conducted by Farikhah (2010), when the use of pictures was applied in teaching descriptive text, there was improvement on students' writing performance in Kebumen. Students became more focus in learning descriptive text, particularly on writing activity. Moreover, Sa'diyah (2012) also conducted the same research on teaching descriptive text through pictures. The result shows that students' ability in writing descriptive text was improved. The majority of students also showed the positive responses towards the use of pictures in learning descriptive text.

Departing from the previous research findings, this research is aimed to find out the effectiveness of using pictures in teaching writing descriptive text in tenth graders of Senior High School. Thus, the paper titled *"The Use of Pictures to Improve Students' Skill in Writing Descriptive Texts"* was chosen.

## 1.2 Research Questions

Based on the background above, this research is conducted to answer the following questions:

1. Is there any significant improvement in the students' score after implementing the pictures in writing descriptive texts?
2. What are the students' responses towards the use of pictures in their writing class?

## 1.3 Aims of Research

The main concerns of this study are:

1. To find out whether the use of pictures improves students' score in writing descriptive texts.
2. To find out the students' responses to the use of pictures in writing descriptive texts.

## 1.4 Scope of the Study

This study is going to be only limited to examine the effectiveness of pictures in improving students' skill in writing descriptive texts. In addition, this study reveals the ways in which the use of pictures increases students' ability in writing descriptive texts.

There are two classes that were taken as the sample of the study. Each class consists of 42 students. The results are expected to indicate a degree of generalization in that population. This means that there is a tendency which is statistically justified.

Nevertheless, the context of the study was limited to teaching descriptive texts by using pictures in tenth graders of one senior high school in Bandung.

## 1.5 Significance of the Study

This study is expected to give a contribution to teachers, students, further researchers and material designers. For teachers, it is expected that this study can make them easier in teaching English to improve students' writing skill in teaching descriptive texts and make them more creative in conveying the materials using the appropriate way of writing. Whereas for the students, both the technique and the media implemented hopefully can help them writing descriptive texts easily and understand the materials so that they can also improve their writing ability in English. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on the students' writing ability in learning descriptive texts. Last but not least, for the material designers, this study can be used as the reference in making the interesting teaching materials by using pictures.

## 1.6 Research Hypothesis

In this study, the researcher proposed a hypothesis according to Hatch and Farhady (1982: 85-86). They state that hypothesis can be considered as the tentative statement about the outcome of the research. It is one important aspect in conducting a study since it is used to predict the temporary answer of the research questions. Furthermore, this study takes null hypothesis and alternative hypothesis. The null hypothesis ( $H_0$ ) states *that there is no significant difference between the posttest mean of control and experimental groups after the treatments*. While, the alternative hypothesis ( $H_a$ ) states that *there is significant difference between the posttest mean of control and experimental groups after the treatments*.

## 1.7 Clarification of Key Terms

The following terms are the core key words dealing with the research:

- **Descriptive text** is the text that describes particular person animal, place or thing and function to tell about the subject by describing its specific features (Gerot and Wignell 1995:208). In this study, it refers to the text that describes human physical appearance.
- **Picture** is a two dimensional visual representation on person, places, or things (Gerlach, 1980:83). However, in this study it refers to the static pictures that represent human physical appearance.

## 1.8 Organization of the Study

This paper is organized into five chapters as follows:

### **CHAPTER I:** Introduction

This chapter contains introduction which explains the background of the study, the research questions, objectives of study, scope of study, significance of the study, clarification of key terms, and organization of the paper.

### **CHAPTER II:** Theoretical Foundation

This chapter reviews the theoretical foundation of this research. In detail, this chapter explains the media in general, the use of pictures in classroom, the nature of writing, writing aspects, purpose of teaching writing, descriptive text, characteristics of descriptive text, Genre Based Approach, Teaching Writing Descriptive Text through GBA, characteristics of Adult learners, and related study.

### **CHAPTER III:** Research Methodology

Chapter III explains the methodology of research. It provides the information about research design, site, and participants, the procedures of collecting and analyzing the data.

### **CHAPTER IV:** Findings and Discussion

Chapter IV reports research findings and research interpretation of the result of the research.



## **CHAPTER V:** Conclusions

Chapter V contains some conclusions and recommendations for further research in accordance with the result of the research.

