

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents and introduction of the study. This chapter begins with describe a background of the study, research question, and aim of the study. In the end of the chapter, it presents the organization of paper.

### **1.1 Background of study**

Writing is the most difficult skill to master for foreign or second-language learners (Widodo, 2006:1). The difficulties are not only in generating and organizing ideas using appropriate choice vocabulary, sentence, and paragraph organization but also to turn such idea into readable text (Richard & Ranandya, 2002 as cited in Widodo, 2006). It is in line with Alwasilah and Alwasilah (2005: 42-45) who says writing is one of the language skill, which is difficult to master. Although it is difficult to acquire and also difficult to teach, it should be improved by students who need to learn to write. In addition, writing needs hard works, because it need more time to think and is more complicated than speaking.

Writing is not an easy skill to learn indeed. There are several reasons of the difficulties in writing English. The first reason, students have difficulties in developing their ideas and putting them together in appropriate sequence of events. In writing process, students usually find many difficulties in finding the idea, arranging the word and elaborating it into a good sentence paragraph.

Second, many people considered that writing is a difficult activity because the writer has responsibility to make the reader understand (Alwasilah, 2005: 42-45).

In addition, according to Byrne (1979: 4), the difficulties in writing are caused by many reasons. Firstly, writing needs many ideas that should be mixed. When students are asked to write, some of them have difficulties to find ideas. It is called cognitive problems. Secondly, some students are lack of vocabularies to express their ideas in form of writing, therefore they do not understand how to mix and arrange the vocabularies into good sentences and the sentences into good paragraphs. It called linguistic problem. Thirdly, some students are not confidence to write because there is no direct communication between the writer and the readers and there is no feedback from the readers. It is called physiological problem.

According to the School Based Curriculum (Ministry of National Education 2009 ), there is general objective of teaching writing for students in junior secondary school. Students should be able to communicate their mind and feeling through writing skill. To acquire proficiency in writing, the students should be able to understand both grammar and structure of the language. To achieve that objective, many obstacles have been faced by students. The difficulties in writing have also been reported by Pravita (2009). Based on her study, there are some students' weaknesses in writing descriptive text. The weaknesses are in the form of grammar, vocabularies, and sequences. They also have difficulties to use grammar and to choose the dictions in making right sentences of descriptive text.

Some difficulties in writing are also faced by students. Based on the study conducted by Amalia (2012: 26), there are students' weaknesses in terms of ideas, vocabularies and content. Therefore, using appropriate media will provide meaningful learning which helps students to improve their writing skill.

Other difficulties of writing are also reported by Lopa (2011: 14 -18). His study showed that although descriptive text is simple, in fact the students were still confused how to write descriptive text, they were confused how to start to write the paragraph. Most teachers do not use various media to encourage students to be more active in learning to write description text. Some of teachers use lecturing method in teaching without any motivational strategy and appropriate media has been provided to students.

By considering at the problems which are faced by students, Harmer (2007: 80-85) suggests teachers should find methods and media in explaining meaning to students. The use of appropriate media and methods is very useful for teachers in order to guide and improve students' writing skills and also to change students' perception on the difficulties in writing. Moreover, it is needed to make writing as an interesting activity for them, especially in descriptive text. One of the techniques is teaching writing by using picture media.

As mentioned by Gerlach and Elly (1980: 96- 120) variety of media can be used for providing teaching learning activities to be more interesting. They are namely picture, audio recording, television, real things, simulation, model, and program or computer assisted instruction. He also stated that the effectiveness of involving media in teaching middle school students is as follows: Audio-visual

materials and devices can add interest and variety to your classes; Skillful use of audio visual material can be great motivator and can add life and color to the classroom. Furthermore, the use of audio-visual aids puts your points across. Gutchow (1981: 85 – 89 ) states that instructional media are instrument of motivation and they can also stimulate interest in language program. Furthermore, he states that with the help of media, the use of the students' mother tongue can be avoided.

The main function of the instructional media usage is to support the instructional interaction between the teacher and the students.

Davies (1980:193) divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instruction form teacher and instructors. The second function is that media serve to help students learn more efficiently. Media promote understanding, assist in the transfer of training, and assist in assessment. Media can be used in assessing mastery performance.

Brown (1983) states that the function of media are saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive. Media can save the time mean that most media presentation requires a short time to transmit their messages. Media can make class situation more alive

since the media can interest the students and attract students' attention (Finocchiaro, 1993 in Farida, 1997).

According to Wright (1989) an interesting picture will attract the students' focus and attention, thus the students can write optimally. Teaching English using pictures is an easy technique for teaching a foreign language to develop the achievement in English lesson. On the other hand, by using pictures, hopefully, the students get more knowledge, information, and more ideas in learning English.

Based on the explanation above, this study is intended to investigate the use of selected proper pictures for improving descriptive text writing skill ability. The assumption of this study is that guided writing through pictures can be considered as an alternative for improving students learning writing skills. This study is also aimed to find out how to improve students' ability in writing descriptive text through proper pictures.

## **1.2 Research Questions**

The ability of students' descriptive text writing by using proper pictures media is investigated. Thus, the research questions for this study are as follows:

1. Does the use of pictures improve students' skill in writing descriptive text?
2. What are the students' responses to the use of pictures in teaching writing descriptive text?

### **1.3 Aims of Research**

The aims of study are:

1. To find out whether the use of pictures improves students' skill in writing descriptive text.
2. To find out the students' responses of using pictures in teaching writing descriptive text.

### **1.4 Organization of Paper**

There are five chapters in this paper. Chapter I contains background, research questions, aims of the study, and organization of the paper. Chapter II consists of theoretical foundation and definition which explains related theories and literature. Chapter III is research methodology that explains the process of research. The following is Chapter IV which describes and interprets the findings based on the collected data. The last Chapter is conclusion and suggestion. It describes the conclusion of the study and it also provides some suggestion dealing with the study.

