

## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the whole of the study content, which involves: the background of the study, research question, objective of the problem, limitations and scope of the study, hypothesis, significance of the study, and definition of the key terms.

#### **A. Background of the Study**

Writing is the act of putting ideas, thoughts or even experiences into a paragraph format. The process of writing is not automatic; writing skill includes the ability to construct sentences, to arrange a text and to express ideas that come from the mind. Writing is a skill that enables message-based communication in addition to spoken communication. Writing is a type of written communication that can facilitate responses in conversations. Since writing is the most effective means of communication, writing is a skill used to express thoughts, emotions and feelings<sup>1</sup>.

Writing is a skill that requires students to keep on practice. Sentences are crucial to writing. Since it might be challenging to go from words to sentences, sentences to paragraphs and paragraphs to lengthier composition. In composition writing, the initial stage is to construct sentences. Since writing is an acquired skill rather than an innate one, students must practice it constantly.

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<sup>1</sup> S A Sihotang, "The Effect of Applying Jumble Words Strategy on A Text Use Flashcard as Media to The Students' Achievement in Writing Narrative" (Medan. Unpublished Skripsi, 2018).

Writing isn't a natural skill but a learned skill that students must practice repeatedly. Therefore, students need to be able to compose sentences correctly. However, writing is considered a difficult skill for students.

According to Oshima and Hogue (2007), writing is a discovery process that involves discovering ideas, how to organize them and what you want to put over your order, so a lot of what a writer does as a writer doesn't appear on the page<sup>2</sup>. Wood and Tinajero (2002) claimed that pictures can be used as stimuli to promote students' knowledge, which is important in their learning process to be successful in all subject areas<sup>3</sup>.

According to Puspitasari (2018), jumbled pictures are puzzle pictures which displayed randomly. Jumbled pictures story is a technique that is used to help students comprehend a text by rearranging the pictures' story into an appropriate sequence based on the text they have read<sup>4</sup>.

One of the subjects taught in school, particularly in Indonesian senior high schools, is how to write a descriptive text. Bestari et al. (2022) descriptive text is describing the characteristics of a specific thing. For example, a specific person, animal or object. The purpose of descriptive text is to tell something, such as the characteristics of people, animals, places, things, etc<sup>5</sup>.

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<sup>2</sup> A Oshima and A Hogue, *Introduction to Academic Writing*, Longman Academic Writing Series (피어슨롱맨, 2007), <https://books.google.co.id/books?id=e6u8SAAACAAJ>.

<sup>3</sup> Karen D Wood and Josefina Tinajero, "Using Pictures to Teach Content to Second Language Learners," *Middle School Journal* 33, no. 5 (2002): 47–51.

<sup>4</sup> Arum Yunita Puspitasari, "Improving Students in Writing Skill by Using Scrambled Picture in Narrative Text," *Jurnal Ilmiah Bahasa Dan Sastra* 5, no. 1 (2018): 25–34.

<sup>5</sup> Meilina Haris Mayekti, Dinar Faiza, and Ade Christanty Yudha Bestari, "An Analysis of Writing Descriptive Text at the Second Semester Students' English Language Teaching UNU Purwokerto," *Educalitra: English Education, Linguistics, and Literature Journal* 1, no. 1 (2022): 30–36.

However, many students face some problems when writing descriptive text. Husna et al. (2013) found that one of the students' difficulties in writing descriptive text is that they are still unable to transfer and develop their ideas into a written form, as well as in composing a text<sup>6</sup>. Then, students fail to show well-organized writing. They don't write a list of their ideas; they just directly write what they think without planning.

It can be said that in this case, classroom observations have been made and show that the eleventh-grade animation students have difficulty in writing sentences. Many students are still confused about how to write and start writing, especially descriptive text. Most of the students had problems making simple sentences. Many students lack ideas and can't think of anything interesting to write. Because of this, many students use the instant way, like using Google Translate to write sentences. They could not make simple sentences because the students did not understand the meaning of the words in English.

Based on observation and interviews with teachers at SMK Islam 1 Durenan, students in eleventh-grade animation are still confused to start writing descriptive text. There is some previous research that some researchers have conducted to determine whether the jumbled pictures media can improve students' writing ability.

First, by Syafii (2019) entitled "Implementing Writing Process Approach With Pictures To Improve The Ability Of The Eighth Grades In

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<sup>6</sup> Lailatul Husna, "An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 IPA 1 of MAN 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic* 1, no. 1 (2017): 16–28.

Writing Recounts”. The subject of this study was the eighth grade in Islamic Junior High School. The researcher chose the strategy since it can lead the students to generate their ideas into a useful composition. The result of the research can be summarized that implementing a writing process approach with pictures is very beneficial not only in progressing the students’ writing skills but also in motivating the students in the learning activities<sup>7</sup>.

Second, by Riska (2023) entitled “The Use Of Jumbled Words To Improve Students’ Ability In Constructing English Sentence At The Seventh Grade Students Of SMPN 3 Palu”. The research was conducted using a quantitative approach with a quasi-experimental research design. The research was aimed to find out whether the use of jumbled words can improve the students’ ability in constructing simple present sentences among the seventh-grade students of SMP Negeri 3 Palu. The conclusion of the research is that the use of jumbled words can improve students’ ability in constructing English sentences; furthermore, jumbled words got a positive response and motivated students to participate in participating teaching and learning process<sup>8</sup>.

Last, by Burhan (2023) entitled “Improving Students’ Skill In Writing Descriptive Text Through Flashcard With Clue Words”. The research uses experimental research as a type of quantitative research to examine the improvement of students’ writing skills in descriptive text using flashcards with

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<sup>7</sup> Muhammad Lukman Syafii, “Implementing Writing Process Approach with Pictures to Improve the Ability of the Eighth Grades in Writing Recounts,” *ETERNAL (English, Teaching, Learning, and Research Journal)* 5, no. 2 (2019): 254–73.

<sup>8</sup> Riska Riska, “The Use of Jumbled Words to Improve Students Ability in Constructing English Sentence at the Seventh Grade Students of SMPN 3 Palu” (Universitas Islam Negeri Datokarma palu, 2023).

clue words in junior high schools. The result of the research, the use of flashcards in descriptive texts, is proven to be a useful learning medium, facilitating material simulation and better teaching structures, thereby improving the learning process<sup>9</sup>.

Based on the problems, the researcher is interested in conducting this study entitled “Using Jumbled Pictures In Teaching Writing Descriptive Text To The Eleventh-Grade Students In SMK Islam 1 Durenan”. What makes this study intriguing from previous studies is that the researcher focuses on the effectiveness of jumbled pictures in writing descriptive text for senior high school students; the three researchers above use another strategy for junior high school students. So, this study can provide information about the effectiveness of jumbled pictures in writing descriptive text at higher levels and different age groups.

## **B. Research Question**

Based on the background above, a suitable research question is, “Is there any significant difference in students’ writing scores after being taught the jumbled pictures?”

## **C. Objective of the Problem**

Based on the problem, the objective of this study has been to explore how jumbled pictures can be an easy way to improve the students’ writing scores in making descriptive text.

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<sup>9</sup> Fiha Sanaya Burhan, “IMPROVING STUDENTS’SKILL IN WRITING DESCRIPTIVE TEXT THROUGH FLASHCARD WITH CLUE WORDS” (STATE ISLAMIC UNIVERSITY, 2023).

#### **D. Limitation and Scope of the Study**

Students lack an understanding of words in English. Students are still weak in knowing words in English. They prefer to use the instant way, like using Google Translate. The researcher chooses jumbled pictures as a media for making a paragraph in descriptive text. Using jumbled pictures to teach writing descriptive text facilitates eleventh-grade students' ability to make descriptive text.

This study was conducted in the eleventh-grade accounting class of SMK Islam 1 Durenan. The researcher chose this class because similar research had never been conducted before, and the research location was also accessible to the researcher.

This study was conducted at SMK Islam 1 Durenan. There were 8 classes for eleventh-grade students at SMK Islam 1 Durenan. The researcher was given one class of eleventh-grade students, which consisted of 31 students. This study was focused on the use of jumbled pictures to improve students' scores in writing descriptive text.

#### **E. Hypothesis**

Therefore, the researcher provided the research that was accepted or rejected, following the criteria for the hypothesis:

##### **1. Null Hypothesis ( $H_0$ )**

There is no significant difference in students' writing scores after being taught the jumbled pictures.

## 2. Alternative Hypothesis (H<sub>a</sub>)

There is a significant difference in students' writing scores after being taught the jumbled pictures.

## **F. Significance of the Research**

The results of the study are expected to be beneficial both theoretically and practically in the following section:

### **1. Theoretically**

This study will be enriched for another researcher for reference in their research.

### **2. Practically**

- a. English teacher, the result of this research is expected to be a useful guide for the English teacher. The researcher hopes that it will help the teacher to improve the students' ability to write descriptive text. It is also expected to be useful for English teachers to provide an alternative solution to the problems in teaching writing.
- b. The students, using the jumbled pictures, can make students easy to write descriptive text. The research expected that the students would improve their writing scores by using jumbled pictures.

## G. Definition of the key terms

Kern (2000:86-87) stated that writing is functional communication, making learners possible to create imagined worlds of their own design. Writing is the activity or occupation of writing, for example, books, stories or articles<sup>10</sup>.

Wright (2006:44) defines picture stories as pictures which show some action or events in chronological order<sup>11</sup>. Wright (1989:2) picture can really help the learner to ease them in comprehending the meaning of a word, a sentence or a paragraph. By using pictures, the learner can get the imagination about the object as the situation<sup>12</sup>.

Emilia (2010:85-87) descriptive text is a kind of writing that involves not so much telling the readers about facts or events as showing the readers something<sup>13</sup>. Oshima and Hogue (2007:30-31) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place or person in his or her mind<sup>14</sup>.

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<sup>10</sup> R Kern, *Literacy and Language Teaching*, Oxford Applied Linguistics (OUP Oxford, 2000), <https://books.google.co.id/books?id=sDMznwEACAAJ>.

<sup>11</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, *Cambridge Handbooks for Language Teachers*, 3rd ed. (Cambridge: Cambridge University Press, 2006), <https://doi.org/DOI: 10.1017/CBO9780511667145>.

<sup>12</sup> A Wright, *Pictures for Language Learning*, *Cambridge Handbooks for Language Teachers* (Cambridge University Press, 1989), <https://books.google.co.id/books?id=2VRx2lUMe9sC>.

<sup>13</sup> Emi Emilia, *Teaching Writing: Developing Critical Learners* (Rizqi Press Bandung, Indonesia, 2010).

<sup>14</sup> Oshima and Hogue, *Introduction to Academic Writing*.