

CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the research questions, the objectives of study, the significance of study, scope and limitation of study, the key terms of the study and the hypothesis. The hypothesis divided by two types, there are Null hypothesis and Alternative hypothesis.

A. Background of the Study

Learning a language has a practical aim that is to enable the students to communicate in that language. They are four prime skills involved in the mastery of language : listening, speaking, reading and writing. In the curriculum on the junior high school, the English materials are presented in such a way in order to cover those skills. Those materials are divided into units of which consists of the following components : structure, vocabulary and spelling. In this case, the writer wants to talk about one of those skills that is writing. There are so many misunderstanding, happening in the society and even by teachers at school because of their opinion that there is no need to learn writing, because the ability of writing is in born talent. As a matter of fact writing is subject that can be learnt by everyone.

Writing is called productive skill. It means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas. Writing is a unique tool for language learning (Richards and Renandya, 2002). Writing is important for students to learn how to think critically and creatively. Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas in a cohesive and flowing manner. Writing is an essential part of developing child. Hedge (2003: 302) stated that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. Actually writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.

Many students said that writing is one of difficult problems in English skills. Because in writing the students try to elaborate their idea or they must express their idea to achieve writing form. Richards and Renandya (2002:303) stated that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Many students especially beginner stages, they do not require much active production of language. Because of the consideration that English language is difficult to learn, it is appear unconfident from students to conduct writing. They are afraid how to apply the grammar using correct vocabulary. Determining the topic is one of the simple problem for students Junior High School. Where they will do about this topic, also the

students do not know what the definition of topic itself. They need some stimulation from the teacher to produce their words and it is impossible if the teacher have to guide the students one by one. It is not effective in teaching and learning process. They feel difficult to express their idea, they have any ideas that hidden in their thought.

It is widely known that there are many ways and media which can be used in teaching writing, such as jumble picture, computer, video games, series picture, etc. Leksono (2009:114) stated that using media can help the students in understanding the material well, because there are many benefits that can be obtained by using media, such as: (1) increasing students motivation, (2) preventing students bored during teaching learning process, (3) making the teaching learning process systematically, (4) being easier for students to comprehend teachers' instruction, (5) strengthening students comprehension toward the lesson expected. Thus it can be inferred that by considering the benefits of the media toward teaching learning process, the involvement of the media is very important to achieve the target of learning.

Picture 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 picture without teacher's explanation. Picture also help the students to communicate or explain the event in the picture. Moreover, the picture can 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 text, pictures are useful to use. The use of picture 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 structure, and the language features of text (Kim, 2006).

In this case, the researcher tries to use the media that is using picture especially to improve writing skill in descriptive text. By using picture, the researcher does hope that students can improve their ability in writing, especially in writing a descriptive text. It can motivate the students to do better. They also will be more active, interested and have many ideas to write.

B. Research Questions

Based on the title and the background of the research, the formulated problems are following:

1. How is the students' skill in writing descriptive text before being taught by using media picture?
2. How is the students' skill in writing descriptive text after being taught by using media picture?
3. Is there any significance difference between students' skill in writing descriptive text before and after being taught by using media picture?

C. Objectives of Study

According to the formulation of the research problems, the purposes of the study can be stated as follows:

1. To know the students' skill in writing descriptive text before being taught by using media picture.
2. To know the students' skill in writing descriptive text after being taught by using media picture.
3. To know whether there is a significant difference between students' skill in writing descriptive text before and after being taught by using media picture.

D. Significance of Study

1. The English Teacher

It is expected that the result of this study can enrich the knowledge about using media of picture to improve students skill in writing descriptive text.

2. Other Researchers

The result of this research might become useful for other researcher as reference or information to conduct a further research in the same field.

E. Scope and Limitation

This study is focused on teaching using media of picture on students skill in writing descriptive text at SMPN 3 Kedungwaru. This research is limited only on descriptive text. In here descriptive text is one paragraph. And media of picture is public figure an artist. What the reseacher means by writing skill is the skill of composing descriptive text as many as 100 words, which is score based on three aspects namely: vocabulary , grammar, paragraph development.

F. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this research, the researcher uses two kinds of hypotheses formulated to be tested, they are null hypotheses (H_0), and alternative hypotheses (H_a):

1. H_a (Alternative Hypothesis)

There is significant difference in the students' writing achievement before and after they were taught by using picture at SMPN 3 Kedungwaru.

2. H_0 (Null Hypothesis)

There is no significant difference in the students' writing achievement before and after they were taught by picture at SMPN 3 Kedungwaru.

G. Definition of the Key Terms

The followings are the key terms used in the research:

1. Writing skill

Writing is one of English skill and it is considered as the most difficult skill of English besides listening, speaking, and reading. It is because writing needs a lot of practice so that the writing of the students can be understood well. In addition, in writing the students must have good grammar, vocabulary, paragraph development and spelling. Therefore, the students that can express their ideas in written form and their writing can be understood well by the readers are considered have good writing skill.

2. Descriptive Text

Descriptive text is text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

3. Media of picture

Teaching by using public figure photo.