

CHAPTER I INTRODUCTION

A. Background of the Study

The teacher's implementation of using various kinds of media for learning is excellent which is useful for increasing student enthusiasm and student interest in the learning process, this is because each student has a different level of understanding in the educational journey. Teaching media is an important part of the learning process, where the existence of learning media will make it easier for teachers to explain learning and can attract students to focus on learning. As said by Mudlofir & Rusydiyah (2019: 124) in Fatikasari, C (2023), learning media is a message that the giver wants to convey to the recipient, which can be in the form of non-print or print so that the students they want to target have motivation in learning for maximum results.

Then what the researchers found again was from Arsyad (2016: 3) in Aisyah, S (2022) that learning media is material that builds conditions for students to acquire knowledge, attitudes and skills. Picture media itself is a form of combining facts with pictures, where picture media also functions as a learning process. As Russell 2019 (in Wulandari, R. (2012) said that, picture media has advantages, one of which is that it is easy to use and can be used at educational levels from kindergarten to college. According from the expert Petit 2019 (in Dwi, R., Nisa, B., susilawati, U.h., & Hodijah, U. (2021) the use of picture cued media has provided many positive things to the learning process, not only in terms of speaking English but can also increase word production. Picture cued can also

be used in the process of learning hortatory exposition texts, this is because using picture cued helps students find it easier to quickly find ideas in their writing.

From the statement above the researcher made observation related to this matter, from the expert opinion above that the picture suggests can help students to understand the next thing and also stimulate students in responding to image information. However, the results of the observations that researcher have made before that are even though the picture cued is carried out, the students still don't interest in writing expository text well and systematically. Found that students had difficulty developing their ideas into paragraph form, especially exposition text paragraphs, students still found problems in compiling exposition texts according to the characteristics of exposition texts , students still think that writing was an activity that was difficult to implement, because of their lack of motivation in learning to write, students will more easily understand the material if the text provided is viral / has just happened.

B. The Problem of the study

Based on the background of the problem from the description above, we can draw the following conclusions about the problem.

- 1) What are the steps in implementation picture cued as a media in teaching writing Hortatory Exposition text for grede XI at SMA Prayatna Medan?
- 2) How is the teacher's implementation picture cued as a media in writing Hortatory Exsposition text for grede XI at SMA Prayatna Medan?

C. The Objective of the Study

Based on the results of identifying the problem, the research objectives were as follows.

- 1) To find out What are the steps in implementation picture cued as a media in teaching writing Hortatory Exposition text for grede XI at SMA Prayatna Medan
- 2) To find out how teacher's implementation the picture cued as a media in writing Hortatory Exposition text for grede XI at SMA Prayatna Medan

D. The Scope of the Study

Based on the identification of the problems mentioned above, the researcher limits in this research problem to what are the steps in implementation picture cuead in teaching writing Hortatory Exposition text on grade XI at SMA Prayatna Medan and how the teacher implementation picture cued as a media in teaching writing Hortatory Exposition text on grade XI at SMA Prayatna Medan".

E. The Significances of the Study

It is hoped that the meaning or benefits that can be drawn from this research will provide benefits including:

1. In theoretical aspects

The results of this research will be able to provide teachers with appropriate strategies for overcoming problems in the teaching and learning process of expository texts using the picture guided technique. Teachers will be more creative and innovative in creating fun learning

2. Practical Aspects

There are several benefits that will be obtained from this research which can be used by students, teachers and other researcher. Some important benefits of this research are as follows:

a. The Students

For students, this research can be used as something that can motivate students and encourage students to improve their writing skills, especially expository texts, so that later students will be able to understand the structure of expositions well and get satisfactory grades at school.

b. The English Teacher

For teachers, this research can be used as a reference material to find learning techniques that will be of interest to students in learning to write, along with the sequence of the teaching process, especially the use of picture cued media as an interesting learning media.

c. The other Resercher

The results of this research can be useful for other researcher because in this research there are several references and information to be able to carry out more in-depth or further research in the same context.