

CHAPTER I INTRODUCTION

A. The Background of the study

Language is an instrument to convey information. It is used to express ideas, feelings, purposes, thoughts, and opinions in the written or in the spoken way. Through language we can store and transfer knowledge, transmit messages from one person to another person and from one generation to another. In short, almost human activities are conducted through the use of language. By using languages, human beings can narrate and share their experience to others and tell some information to others. One of languages is English.

English, as an international language, it is used by most countries in the world for diplomacy, global tender, tourism, education and so forth. Consequently, people as human resources are demanded to have the ability to communicate in that language. Realizing how important English has become, the government has determined to teach English in schools as a foreign language. This is the reason why English must be taught beginning from primary level up to the university level. All languages, including English contain four basic language skills: receptive skills, listening (understanding the spoken language) and reading (understanding the written language); and the productive skills, speaking and writing.

The position of English in Indonesia has become a foreign language that is used by many people in situation. In Indonesia, English is taught in junior high school and senior high school, even in elementary schools. In learning English

there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as one of the language skills besides listening, speaking and reading, must be taught optimally by the teacher to the student.

Writing as one of the language skill seems to be a very difficult skill to be mastered. However students have learnt English for years, they still find it difficult to master this skill. Al – Khasawneh (<http://www.esp-world.info>) states that the students appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. In learning writing, students are taught how to transform their ideas and messages into written form. Written products are often the result of the students' writing activities.

Nurransiyah (2010) states that written product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In the second year of Junior High School, the basic competency that should be achieved in the writing English subject is that students have abilities in developing and producing written simple functional text in the form of recount, narrative, and descriptive. Descriptive is a type of text that focuses on describing thing in specific way. Descriptive is a type of functioned to describe particular person, place or thing. The students can use present tenses in writing descriptive text.

Descriptive text is a text which says what a person thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The generic structures of descriptive text are identification and description. In identification

the writer identifies the phenomenon, to be described. In description, the writer describes in parts, qualities, or/and characteristics.

In fact, not all students were able to write descriptive text, students find some difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the text. Based on the writer's observation which is done in SMP SwastaBudisatrya Medan, especially on Grade VIII by diagnostic test. According to Harmer (2001:321) diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus when we know what the problem are, we can do something about them. The writer found that students got problem in writing descriptive text. There were many students who got problems in writing descriptive text. The English teacher admitted that many students failed in achieving writing skill though they have learn English from elementary school. Some of them do not have any ideas to write. When they have come with the idea, they do not know how to write it in English. They also have difficulty in using the convention of English grammar.

One of the many strategies in motivating students to write well especially in writing descriptive text is through the use of pictures especially by applying cartoon pictures. It is important to use cartoon pictures to help them in write down their ideas or opinion. Cartoon Pictures are among the high imaginative media that many sentences can be produced by the writer. They are needed to guide the students in improving their writing ability. They are very potential in the process of delivering message to the readers. By using picture in teaching writing and learning , especially writing descriptive text, students can be motivated to convey

their ideas and to present their descriptive text by providing details about the information that can be written based on the pictures. And, one of the strong reasons is that the writer is very much interest in the availability pictures and how they could be used to arouse students' interest in writing descriptive.

B. The Problem of the Study

Based on the background of the study, the problem of this study can be formulated as follows:“ is there any significant effect the application of cartoon pictures on students' achievement in writing descriptive text ?”

C. The Objective of the Study

This study is intended to find out the effect of using cartoon pictures in writing descriptive text.

D. The Scope of the Study

This study is focused on students' achievement in writing descriptive text particularly on describing object. The level of students being studied is the second grade of junior high school.

E. The Significance of The Study

Findings of the study are expected to be useful for:

1. Teachers in order to give an effective application of cartoon pictures in teaching writing, particularly in descriptive text.
2. Students in order to increase their achievement in writing descriptive text.
3. Encourage other researchers to get some information for their research.