

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is used to communicate to other people. It plays a very important role in human life in expressing feelings, opinions, emotions and ideas. It means that language is a medium of a code of communication using the system of sound and works.

One of the languages used in a global setting is English. It is very important to be learnt because it is a tool that is used to communicate internationally. In Indonesia, English has been taught since the Elementary up to University level.

In learning English language, there are four skills should be taught to the students. They are speaking, listening, reading and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But, it can not be said that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Oshima and Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a “product”. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again. Writing is a

very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important to improve writing skill in particular learning of English in Indonesia because the writing is a process of transforming of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

In addition, writing has many kinds of text genre such as narrative, descriptive, recount, report, and procedure. According to Educational Unit Curriculum in Junior High School, the students are expected to be able to understand and write procedure, descriptive, narrative and report text.

Based on the above, the descriptive text is one genre that must be mastered by students in learning English. And theoretically, according to Ervina Evawina S (2010:7) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

In fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text. Based on data during interviewing the English teacher at MTS Swasta Guppi Tanjung Harapan Rantau Prapat, there are some problems in teaching English. The most problem is

writing. Many students cannot write good text especially in descriptive text. Almost 75% students got the score under the Minimum Criteria Mastery (KKM). The KKM that applied for the subject in that school is 75. Most of them got lower score in writing. The students were not able to write and did not pay attention on the writing task. They do not know how to recognize their ideas in writing. They frequently being confuse of what to write and how to start. For the students, writing is difficult because it is complex subject that involves organization of thought, the usage of English language and imagination. These conditions affect the students' achievement in writing descriptive text. In order to solve this problem, it is needed some creative and engaged strategy to make the teaching writing more effective and interesting.

The failure of the students in writing is likely to happen because of the media used by the teacher during teaching and learning process take place. During teaching and learning process, teacher just explained the materials without giving an interesting media so the students cannot enjoy the lessons and make the students difficult to understand the materials. The teacher should not just explain the subject or materials and force the students to memorize or do their activities because it can make the students are not interesting in their lessons.

So, based on the explanation in advance, the researcher tries to give media that may help the students elaborate their ideas in writing and the media that was used in this study are Realia and Picture. Realia was used in experimental group, while picture was used in control group. Realia means using real items found in everyday life as media to teaching English. Using Realia helps students to make

English lessons memorable by creating a link between the objects and the word or phrase they represent.

Picture is visual representation or image painted, drawing, photograph, or otherwise rendered on a flat surface. Pictures as a media make the instruction clear and interesting. Pictures can be used to express idea, present information and to make the presentation or instruction more efficient.

By using Realia will be expected to enhance students' skills in writing descriptive paragraph properly and in accordance with the existing elements in the descriptive paragraph. Realia can increase the students' ability in writing descriptive paragraph and will be interested in learning English because using Realia that is making a connection between objects and language.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows:

“Is the students' achievement in writing descriptive paragraph taught by Realia higher than the students' achievement taught by Picture?”.

C. The Objective of the Study

The objective of the study is to find out whether students' achievement taught by Realia is higher than the students' achievement taught by Picture in writing descriptive paragraph.

D. The Scope of the Study

There are many genres of writing learnt in the SMP (Junior High School) such as recount, narrative, procedure, descriptive, and etc. The scope of the study is focused in writing descriptive paragraph applying of Realia and Picture in teaching.

E. The Significance of the Study

The study is expected to have both theoretical and practical perspectives:

1. Theoretical Perspectives

- a. The result of the research will be useful to improve the teaching learning process; not only for descriptive text material, but also the other materials.
- b. The results of this research can be used as a reference for those who want to conduct a research about writing descriptive text.

2. Practical perspectives

- a. For the teachers

The writer hopes that this research and technique will be inspiring for English teacher to develop the teaching learning process; only in teaching writing but also other skills.

- b. For the students

This study also expected to encourage the students to develop their writing achievement, especially in writing descriptive text through Realia.