

## **CHAPTER 1 INTRODUCTION**

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

English is one of the most important language skill in the world to communicate since become a global language. To communicate means to understand and to express any information, thoughts, feelings, and to develop science, culture, and technology. The ability to communicate is the ability to create discourse and to understand in written and spoken ways which reflect in the four skills of language, namely: speaking, listening, reading and writing. These four language skills should be achieved by Indonesian students as mentioned in the education unit Curriculum (KTSP) of Senior High School. As generally known, one of the four skills; writing is the most difficult skill for students to master.

Byrne (1979:1) says that writing is a process of communication that introduces graphic symbols such as words, phrases and sentences later formed become good paragraph that convey a message to the readers.

The goal of writing is to express ideas or thoughts, so students should be able to express ideas or thoughts in writing form. Writing is a process of putting their ideas or thoughts into words, which is combine into the form of paragraph.

Harmer (2004) defines that writing significantly different from speaking. The final product of writing is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear

as the final product. Therefore, in writing, the writer has to arrange the unity of the ideas clear from the beginning, in the middle and at the end.

During the writer's experience when she had Teaching Training Program (PPL) her students, the writer observed that most students of Senior High School could not write Descriptive paragraph well. It is because of some factors such as: limited vocabulary, limited knowledge about grammar, and limited knowledge about writing technique. Beside that, the writer found the students' ability of writing skill was very low. When they wrote a paragraph, they wrote everything without focusing in the coherence. They did not know the elements of a good paragraph, unity, completeness, and coherence.

In many occasion, they put ideas one paragraph, which did not focus on main idea. They did not know that a good paragraph must have one main idea, which is elaborated into one paragraph. In other words, they did not know what a good paragraph was. The lecture technique that teacher applied in teaching writing paragraph was not effective because the process of writing was not clear for the students. The teacher asked the students to write a paragraph or paragraphs based on the title given without supervising the students how to write systematically. These occurred because the teacher did not apply the student centered learning in a way of teaching. It makes the students bored because the teacher just explained the material from the guiding book and after that asked the students to write a descriptive paragraph. The use of monotonous and

inappropriate media can be the reason why the students face the problem in writing descriptive text.

Media, when appropriately and correctly based on curriculum, can assist and enlighten the teachers' burden to explain language meaning and construction, engage students in a topic or as a whole activity for practical (creativity) and for motivational reason. In classroom; media serve as a source of pupil involvement, motivation, and expression when the learners produce material for use in the classroom. It means that media is a tool of communication used to transfer information from the source to learners to stimulate them to follow learning activity. Therefore, their ideas should be written from media which they get because media will give them information when they saw.

The students' happiness in writing process was happened because of the media used by teacher during teaching and learning process in the classroom. Teachers were not able to create interesting media so that the students could be enjoying with their lesson and take all of their ideas into a piece of writing descriptive paragraph in English. The students can make their paragraph, especially descriptive paragraph from transfer their ideas into piece of paper after they learn by media. The teachers should not explain the materials or subject and force the students to memorize and do other activities because it can make the students bored, less interested in their lesson and it can make students noisy in their desk. So, media is one

of resolution to help students to more actively, be spirit, loved with their subject and it can help the students to learn effectively in the classroom.

Movie posters can be found in the internet, magazine, billboards, in the local movie theater, in the special movie posters' shop, etc. In the visual elements on a movie poster have full of messages. By see and analyze movie posters, can be produce many ideas and it can be guided to better understanding of the subjects and so that the students can produce a good paragraph because the students can write more effectively.

Because of many problems in teaching descriptive subject, so the writer will tries to use movie posters as a media in teaching students in the classroom as a solve of problems to improve the students' achievement in writing descriptive paragraph in the classroom.

Based on the explanation above, by using movie posters, the writers' hope it will help a teacher to transfer the material for the students, to motivate the students more effectively, to attract the students' attention, to take students' ideas to produce a piece of writing about. Beside of that, the students will be interested in writing if they look at the posters which are provided by the teacher and the students can imagine what they should write about. So that, in this thesis, the writer focuses on the use of movie posters in writing descriptive paragraph. The writer provides some movie posters which describe of the object such as: person, place or things and the correlation with the background of movie posters itself. For example: Harry Potter, Twilight, and it can be motivating students in learning

writing descriptive paragraph because it can be used to combine all of the students' ideas in writing with illustrate its. Movie posters also will give them information to improve their writing descriptive which make them interest.

#### **B. The Problem of the Study**

Based on the background of the study, the problem of study can be formulated in the form of question as follows:

“Is the Students' Achievement in writing descriptive paragraph significantly improved if they are taught by using Movie Posters?”

#### **C. The Objective of the Study**

The objective of the study is to find out whether the movie posters improve the students' achievement in writing descriptive paragraph.

#### **D. The Scope of the Study**

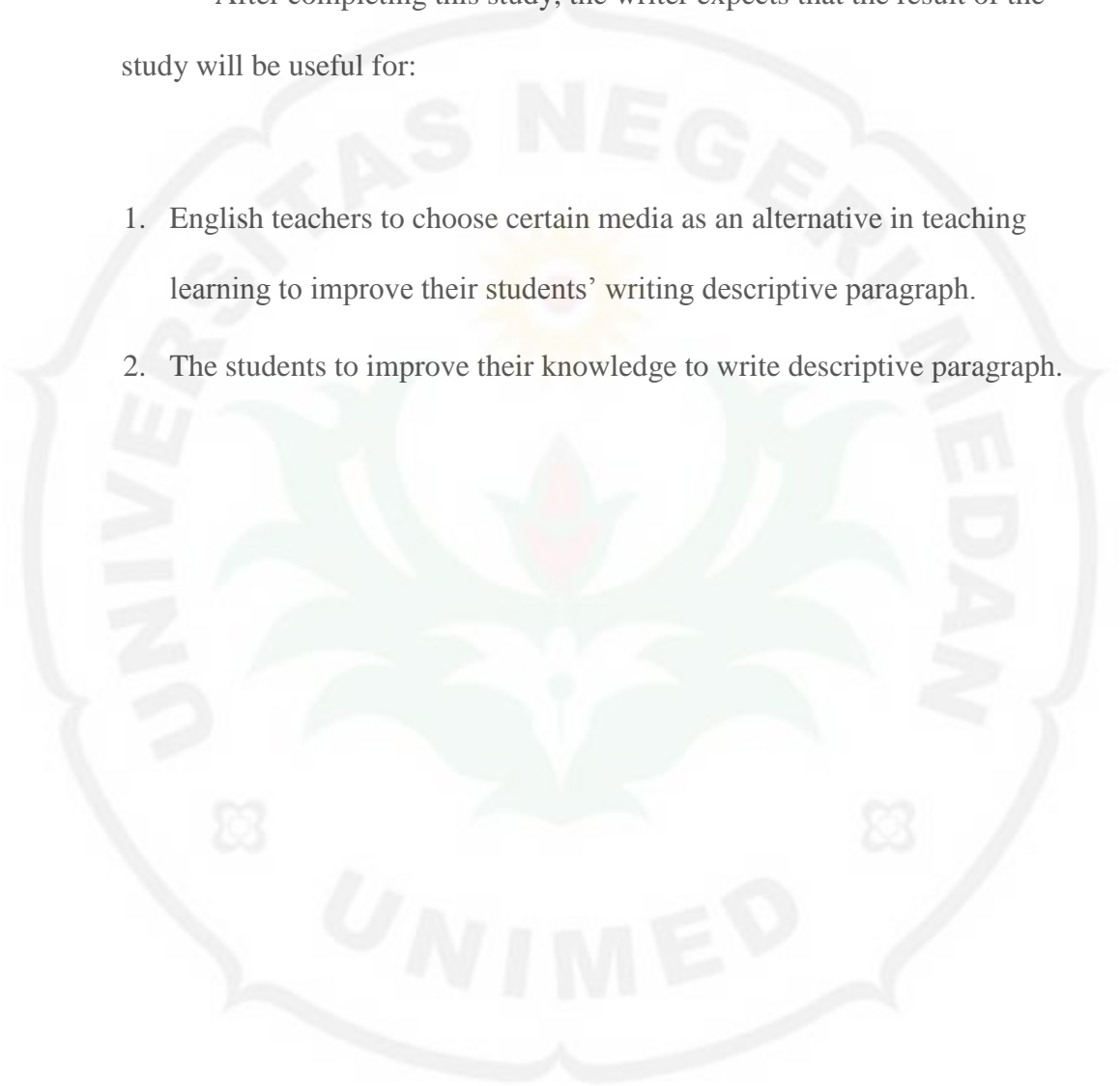
We know that, there are 9 genres taught in Senior High School, such as: recount, narrative, descriptive, argumentative, exposition, procedure, report, hortatory, and explanation. In this case, it is only descriptive taken into research. The scope of the study is limited to find out the movie posters improve the Senior High School students' achievement in writing descriptive paragraph that is describing objects real including human and animals.

#### **E. The Significance of the Study**



After completing this study, the writer expects that the result of the study will be useful for:

1. English teachers to choose certain media as an alternative in teaching learning to improve their students' writing descriptive paragraph.
2. The students to improve their knowledge to write descriptive paragraph.



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