

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

English is the first foreign language taught at every school in Indonesia. There are four skills that should be mastered by students in learning English namely listening, speaking, reading and writing. Speaking and Writing are productive skills. Listening and Reading are receptive skills. Each skill has an important role to complete someone's ability in using language. Writing is one of the skills that must be taught to the students, as Harmer (2001: 31) states that writing encourages students to focus on accurate language use because they think as they write. Writing motivates students to express their idea and feeling in the form of language that is why their ability in using language will be well influenced. But, in English class we often find students who cannot write an English composition easily, they may have some difficulties in making good sentences and words order.

In addition, writing is widely known as the most difficult and complex language skill compared to other language skills. Writing needs more efforts than the other skill does, such as hard thinking to produce idea, words, phrases, sentences, paragraphs, and a piece of good composition. Besides, writing needs the right word choice, spelling, punctuation and grammar. Moreover, there are many things that should be taken into account by the learner in order to make an effective writing, such as unity, support, coherence and sentence skills.

Based on the observation in SMP Negeri 5 Tanjungbalai, although the school and the ability of English teachers are smart, but the media that is used for teaching descriptive text should be improved especially pictures media. The students are confused in writing descriptive text because most of teachers got difficulties in teaching descriptive text. They perhaps have ideas in their mind but they don't know how to organize or express them. The students can not write a text because they do not have interest in writing. The students cannot pay much attention and enthusiasm to do writing tasks. Students' failures in writing also come from the teacher. Teacher cannot find the creative way to stimulate the students' interest in teaching and learning process. The teacher seldom to give a media as a teaching learning, they just focuses on explaining the material through lecturing method without existing some media that may support the process of learning. An instructional media can be used to motivate the students' attention or interest. An instructional media can be used to motivate the students in their learning process.

Based on the data it is interesting with this research because by using picture as media can activate the students' creativity in writing activity. Picture is a kind of good media, which can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches writing by using picture. By using pictures, students can express his thought, ideas and feeling. It can also provide information for his readers, even to persuade them. So, using the pictures is one of techniques for improving the writing skills of the students learning English as a foreign language.

A teaching media is able to carry message with an instructional purpose that facilitates communication. By using teaching media students are expected to be able to get learning experience concretely. In this study will use the visual media. The visual media includes blackboard, textbook, picture, flashcard etc. Using pictures is one of the solutions to overcome the problems. Hermawati (2013: 2) states that picture is a kind of good media, which can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches writing by using picture. Picture is one kind of media that is easy to find in magazines, books, newspaper or we can create it by drawing it ourselves. Pictures are very useful media in teaching language. Because of that, they are also useful in teaching writing skills. In addition, pictures will motivate the students to write.

From the background above, it was suggested that teachers have to develop the media based on students' need. By using pictures as a media can help the students to create words into paragraphs in their minds and students will be able to understand and write the descriptive text easily.

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

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

1. How is the suitable picture media developed for teaching writing descriptive text?

2. How is the eligibility picture media as teaching media for writing descriptive text at SMP Negeri 5 Tanjungbalai?

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

The objectives of this study is formulated as follows;

1. To knows of picture media is suitable for teaching writing descriptive text.
2. To find out the eligibility of picture as medium of teaching writing descriptive text.

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

There are several genres of writing learn in Junior High School such as recount, narrative, procedure, descriptive, and etc. The scope of the study will be focused on the writing of descriptive text by applying pictures media especially sequence pictures in teaching writing descriptive text.

### **E. The Significances 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 materials, but also the other materials.
- b. The result of this research can be used a reference for those who want to conduct a research about writing descriptive text.

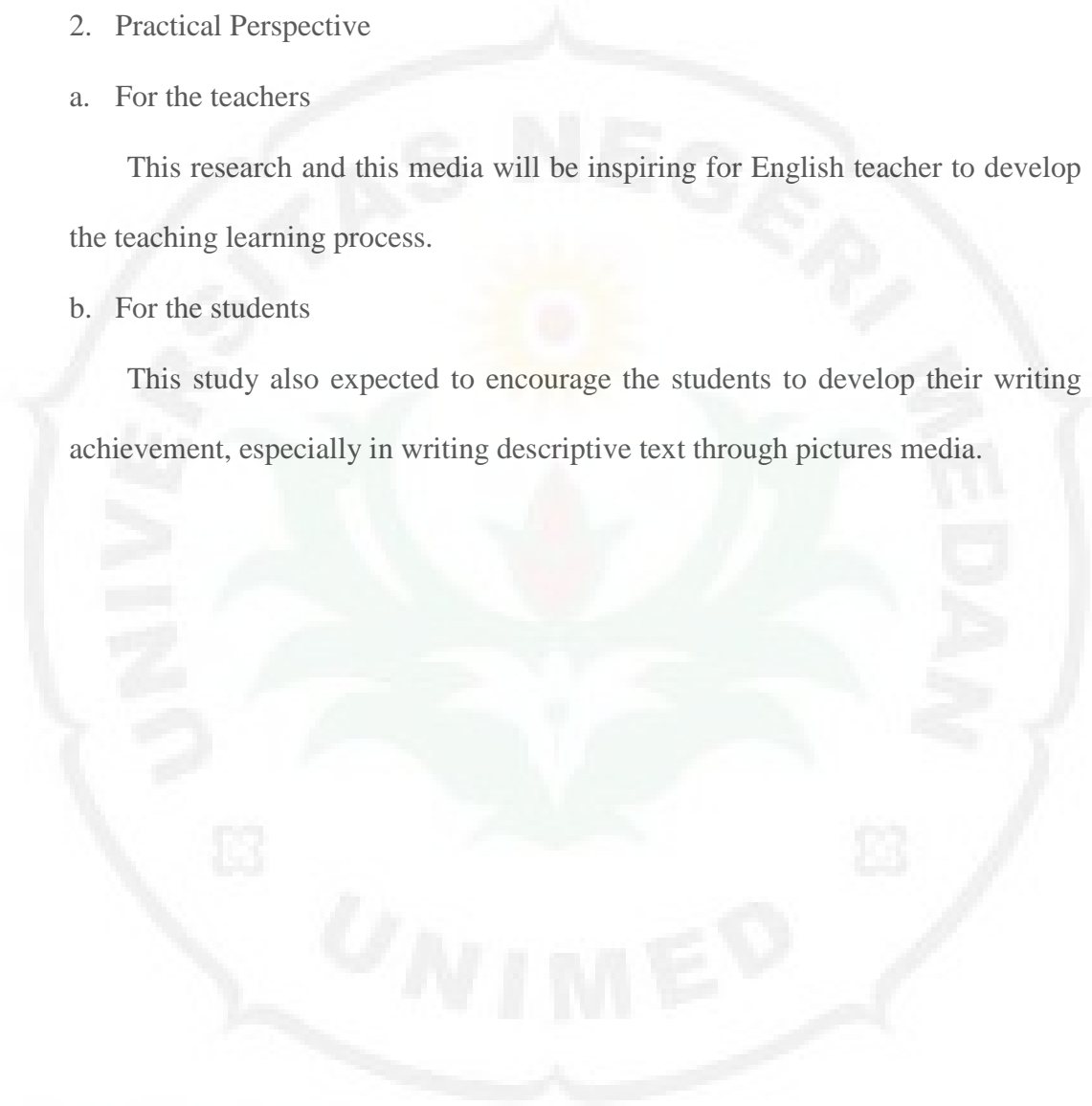
## 2. Practical Perspective

### a. For the teachers

This research and this media will be inspiring for English teacher to develop the teaching learning process.

### b. For the students

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



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