

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Media plays an important role in learning process (Akhtar 2013:3). Media is a tool that teachers need in teaching and the tool that give information from learning resource to learners or students. The use of media can make the students more interested in teaching and learning process. According to Tileston (2005: 4) Media is important in facilitating English learning. One of the ways to make the students become interested in learning English is by using media. The use of media can create a good atmosphere in teaching and learning process (Gusmaizal 2015: 47). Media can support the English learning activity run well because media can influence students' motivation in learning process and they can get the information from teacher easily.

Learning process will run well when students understand about the information or knowledge that is presented by the teacher. In creating the good learning process, media is needed. Media also can give stimulus for students to make the learning process happen (Akhtar 2013 : 5). It means that students will get stimulus to imagine, think, feel, and have desire to study so they will give attention to study when learning process is provided with media.

Media-based visual is the appropriate media to support the learning process especially in teaching writing (Jannah, 2013:5). Media based visual is called as image or illustration. The forms of visual media are image

representations such as drawings, paintings or photographs that show how apparently an object. By using visual media such as image or picture, teachers can explain things without showing the real things. By using visual media, teacher can give information to the students more easily and the students can understand and get the information more easily too because the teacher can show what they are talking about and the students can see directly what the teacher mean.

In teaching English especially on writing, teacher must choose the appropriate media that can be used in class. Media must support students to promote their enthusiasm to learn the subject. Students will be motivated and will enjoy the learning process if the activity provides appropriate media.

A Picture is one media that is easy to find. It can be found in magazines, books, newspaper or can be created by drawing it by ourselves. Pictures are useful media in teaching any kinds of skills (Suhartono 2013 : 41). It means that pictures are useful in teaching writing. Pictures can create learning process be more interesting, enjoyable and efficient because pictures can attract student's attention. According to Kursted (2007 : 21), pictures are appropriate media for increasing students' efforts in writing activity. Picture will indirectly give experience to the students before the teacher explains the subject.

After doing the observation at grade VIII of SMP Pahlawan Nasional, there were several problems that were found in teaching and learning process. The first observation in the class, the teacher was teaching descriptive text but the students looked bored and less active in the activity. The condition of the class was not enable to apply the modern media such as audio or audio visual, there was

no supporting instrument such as LCD Projector or speaker to apply modern media there. When the teacher asked the students to describe an object, the students had difficulties in generating their ideas to produce the text. Based on researcher's estimation, the cause of the cases was because the teacher did not use the appropriate media in teaching descriptive text. The teacher just used the textbook to explain descriptive text and she just used a picture in the textbook to describe an object and then the students were asked to do the exercises in the textbook.

Besides, based on the interview about the problem with the students in the class, most of them said that they were not interested with the subject because when the teacher asked them to describe an object they said that it was difficult to generate their ideas. The students also said that when the teacher was describing an object while teaching descriptive text, they cannot see the description of the object clearly. The teacher also said that she had difficulty to create appropriate media in teaching descriptive text. She knows that the common media that is used in teaching descriptive text is a picture but it does not look like that it can help the students understand the lesson clearly.

According to Ilmyah (2001: 181) in teaching descriptive text, teacher must show the object which is describe. Hence the picture of an object is needed. The English teacher of Junior High School in Pahlawan Nasional has applied the theory but it does not work well.

In English syllabus of Grade 8<sup>th</sup>, one of the basic competencies in teaching descriptive text was teaching writing descriptive text by using accurate writing language.

Based on the cases, developing pictures as visual media to be more interesting to catch students' attention when learning the subject was needed to help the students generate their ideas into good paragraphs and produce a good descriptive text.

Flashcards are a kind of visual media which consist of cards printed with words and pictures that can be obtained by the teacher easily. The pictures are about 20 x 23 cm in size. Flashcards are used in the classroom as teaching devices and can be used as components in stages of teaching writing.

Flashcards can be in the form of photographs, drawings, or pictures cut from magazine and newspapers. The pictures will be effective if they are used in the *flashcards* form (Gelfgren 2012: 5). The pictures in the flashcards form should be big enough, interesting and clear for students to be seen. According to Bowen (in Janah's 2013: 192), the pictures can make the students' imagination work for what they are expected to produce.

Based on the explanation above, it can be concluded that pictures are effective media if these are formed into flashcards form. Therefore it needs to develop pictures into flashcards forms in teaching writing descriptive text.

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

Based on the background of study above, the problem of the study is: how to develop pictures as visual media in teaching writing descriptive text for the grade 8<sup>th</sup> students of SMP Pahlawan Nasional?

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

The objective of this study is to develop pictures as visual media in teaching writing descriptive text.

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

In teaching, a teacher may apply a certain way and media which can be called as approach. The kinds of media are visual media, audio media and audiovisual media. Based on the observation, the class needed visual media. Kind of visual media that students need was flash cards in teaching and learning descriptive text. Based on the syllabus of KTSP in junior high school of Pahlawan Nasional, there were some texts which have to be mastered by the students, namely narrative, recount, procedure and descriptive text. Accordance to the explanation above, this research just focused on media and descriptive text. Consequently, this research is about developing pictures as visual media in teaching writing descriptive text for grade VIII students of SMP Pahlawan Nasional Medan.

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

The significances of this study are:

- 1) Theoretically: this study is expected to enhance the literature and provides more information on an alternative way of teaching descriptive writing by developing picture.
- 2) Practically:
  - a. For students, the findings give a creative learning media that can help them in writing descriptive text and increase their interest in learning activity.
  - b. For Teacher, the findings give teacher a creative media that can be used as appropriate media in teaching writing descriptive text.