

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is one of the subjects included in the curriculum, but the process of learning English still cannot achieve the expected results. Slameto (2003) stated that there are three factors affecting the learning outcomes; teaching method, media, and students' motivation. According to Slameto's statement, media is one factor affecting the learning outcomes so that media is one important learning resource. According to Akhtar (2013:3) Media plays an important role in learning process.

Wati (2016: 3) mentioned that media is something that is reassuring the message and can stimulate the thoughts, feelings, and willingness of the audience or students so as to encourage the learning process in these students. Media can help teacher in teaching. It helps teacher to explain the material and makes learning process become easy. The use of media can create a good atmosphere in teaching and learning process (Gusmaizal 2015: 47) Media can help teacher to make the learning atmosphere become more alive. The students will enjoy the learning process so that they can get the information from teacher

Learning process will run well if the students understand about the information and knowledge which is presented by teacher. Media also can give stimulus for students to make the learning process happen (Akhtar 2013: 5). It

means that if the students get the stimulus to study, 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). By using visual media such as image or picture, teacher can explain things without showing the real thing. According to Kursted (2007:21), pictures are appropriate media for increasing students' effort in writing activity.

Harmer (2004, cited in Sa'diyah (2010)) adds that pictures are often used to present situations to help students work with grammar and vocabulary. There are three types of pictures, they are composite picture, picture series and individual picture. In this research, the researcher will focus on picture series. According to Wright (1997) cited in Hakim (2010) and Apsari (2017), the picture series are pictures which show some actions or events in chronological order. They tend to range from four to eight pictures. According to Hermawati (2013) in her thesis, 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 students interest in learning writing, they will more easily understand and comprehend learning writing. The students will more focus on learning writing by looking the media.

Sa'diyah (2010: 5) cited in Puspitaloka (2016) stated that the use of picture series media can help and motivates the students toward their writing skill. There are some reasons that picture series can help the students learning process in writing. First, pictures are visual media, which are easy and do not much money to get. Second, pictures are attracting, it will be able to evoke the students'

imagination. Moreover, picture series can be applied in English learning teaching since it helps students to comprehend the text, get information easily and helps students toward working with grammar and vocabulary. Especially in learning writing descriptive text, the students will be able to know what they have to describe first. For example, if the picture 1 is the object's hair, so the students must describe how the object's hair first based on the picture. Therefore, the students are more understand to write the description of the object.

Based on research results from Halimatus Sa'diyah (2010), the data showed that picture series-aided learning strategy was able to improve the students' attitude toward the learning process as well as their learning behaviour in doing writing task. The questionnaie data indicated that the majority of the students (94%) were interested in the pictures and 82% of them thought that the learning activity using the picture-series was joyful. It means that Picture series is one of learning media which appropriate in learning writing.

Writing is a productive skill in English subject, because it produces a thinking process of ideas, experiences and feeling in written form. The skill which is categorized as a productive skill must be developed well in order to increase the ability and capability of the students. Writing encourages students to focus on accurate language use because they think as they write. Writing can motivate students to express their idea and feeling in the form of language therefore their ability in using language will be well influenced. Nunan (2003:88) defines that the main purpose of writing is to make the writer creates or expresses ideas into a written form to give information to the reader and it is the same as the purpose of

communication. 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.

Writing process produces a text. Text is divided into some genres. There are some genres in writing, such as descriptive, narrative, report, procedure and others. According to the genres of text, descriptive is a good genre for the beginner of English learner. That is the reason of descriptive always become a topic of English subject in Junior High School of Indonesia. It makes the students have to think about the plot, proper words, and also the right grammar.

A descriptive text is a text that describe the features of someone, something, animal, or a certain place. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. It is not easy to be taught, the teacher has to encourage the desire of students to write a descriptive text. But, we often find students who cannot write in English composition well, they may have some difficulties in making good sentences and words order.

Based on researcher's experience when teaching in SMP Negeri 4 Selesai as a substitute teacher, the researcher saw that the English teachers are smart and have a good performance, but the media that is used for teaching descriptive text should be improved especially pictures media. Especially in teaching descriptive text, teacher only use individual picture as a media. The students are confused in writing descriptive text because they don't know what they have to describe by

looking at an individual picture. They didnot have any ideas what they have to be written although they have been given the topic and individual picture. For example, when the teacher gave a cat picture and asked the students to decribe it, they spent much time to describe it and most of student just keep silent for a few minutes. Therefore, the researcher will develop the individual picture that teacher used in teaching descriptive text become pictures series which show some actions or events in chronological order.

Using pictures series can improve the students' descriptive writing skill based on the result of journal which written by Nina Puspitaloka. She stated that most of students had positive responses in learning writing of descriptive text by using picture series media and they felt enjoyable and interested to use pictures in learning writing descriptive text.

From the explanation above, picture series as a media can improve students' writing skill especially in descriptive text. The usage of picture series 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. Because of that, the researcher wants to develop the pictures series as a media in teaching writing descriptive text at SMP Negeri 4 Selesai.

B. Identification of The Problems

Based on the background of the study, some problems can be identified:

1. The English teachers are smart and have a good performance, but the media which is used for teaching descriptive text should be improved

especially pictures media. Especially in teaching descriptive text, teacher only use individual picture as a media.

2. The students are confused in writing descriptive text because they didnot know what must they describe by looking the individual picture. They didnot have any ideas what they have to be written although they have been given the topic and individual picture. They spent much time when be asked to describe the picture and most of student just keep silent for a few minutes.

C. The Problem of the Study

The Developing of Pictures Series as A Media in Teaching Writing Descriptive Text at SMP Negeri 4 Selesai is the main point of this study. Therefore, the problem of this study is “How are the pictures series developed as a media in teaching writing descriptive text at SMP Negeri 4 Selesai?”

D. The Objective of the Study

Based on the problem above, the objective of this study is to develop pictures series as a media in teaching writing descriptive text at SMP Negeri 4 Selesai.

E. The Scope of the Study

There are several genres of writing which are learnt in Junior High School such as narrative, recount, descriptive, procedure and etc. The scope of the study

will be focused on the writing of descriptive text by applying pictures especially pictures series as media in teaching writing descriptive text. There will be six pictures in learning process and six picture in exercise section in each topic.

F. Significances of the Study

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

1. Theoretically, the findings of the study will extend and enrich the horizons in theoretical which related to the areas on how to develop media in teaching writing descriptive text in Junior High School students.
2. Practically, the findings of the study can be the recommended media in teaching writing for the students of SMP Negeri 4 Selesai, as it motivates their enthusiasm and willingness to study and create a product in writing. Besides, it will ease the teacher to achieve the goal of teaching and learning process.