

CHAPTER I

INTRODUCTION

This chapter consist of several parts:background of the study, research question, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

English is one of the subject matter learned by students who are given any educational level, start from elementary until upper intermediate level. There are four language skills that must be mastered if someone wants to be successful in studying English: listening, speaking, reading, and writing.

One of those four components which must be thought by the teacher is writing skill. The writing skill is regarded as the most difficult and complex language skill, because it requires extent of perception and involves thinking process extensively. Moreover, writing differs from other skills. According to Harmer (2004: 31) writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds.

Based on the expert writing is a productive skill to which careful attention must be paid, and teaching such skills needs special training to make the process of learning more active and effective (Ummar, 2018: 57).

Writing has always important place in most English language course. The reason is that more people need to learn writing in English for occupational or academic purpose. To write well people must have good capabilities in writing. Furthermore, people who want to write the essay or story must know the steps in

writing process and aspect of writing. The writer must be able to organize the ideas, construct the sentences, use punctuations and spell well. Moreover, they must be able to arrange their writing into cohesive and coherent paragraph and text. That is why writing is a very complex skill. So, it is not easy task for English teacher to teach it. Teachers often find difficulties in teaching writing.

The teacher of SMAN 4 Kediri gives some arguments, that writing skill is considered by the students for some reasons, those are that the students usually get difficulties in starting their writing. It cause many student waste valuable time just for getting started. Moreover, the student have problem to develop the paragraph with a text component and good structure. They are confused to develop paragraph because they have not inspiration to develop it and lack of linguistic competence and rhetorical styles that lend texture component. They have less understanding about notion of text context and genre which have relationship with writing activities.

To facilitate the difficulties, the writer conducts an action research using pictures. It is expected that the writer as teacher will be able to motivate the students learning the materials, make them not to get bored, and pay attention to the lesson.

Picture is one kind of visual media because it can be seen and performs a meaningful description. Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface. Pictures are one of recognized ways of presenting a real situation. For example, photographs are often used to carry out our imagination to describe thing, person, place or animal as if in

real. Story books for children have attractive illustration, because often a child cannot read yet or tells the story. So, from the attractive illustration in form of picture, the child can imagine and understand the content of the story. Picture makes students more interested in writing descriptive text. Moreover, from the picture they will make a text more easily because they can describe the pictures they see. It will help them creating a good descriptive text.

Picture is a sketch of object(s) visualized in a surface of paper, board, wall, etc. in teaching media, it belongs to visual aid. According to Wright (1989) pictures as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

According to Raimes (1983) with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. It can help students improve their language use when writing (grammar and vocabulary).

Based on that reasons, the writer interested in conducting a classroom action research entitled *Improving Students' Writing Skill in Descriptive Text by Using Pictures (a Classroom Action Research) of the First Grade of SMAN 4 Kota Kediri 2020/2021 Academic Year*.

B. The Research Problem

Based on the background of the study, the researcher tries to improving students' writing skill in descriptive text by using pictures for the first grade of

SMAN 4 Kediri. So the problem is “How can pictures improve students’ writing skill of the first grade of SMAN 4 Kota Kediri”.

C. Objectives of the Study

The objective of the study is to improve students’ writing skills of the first grade of SMAN 4 Kota Kediri.

D. The Significance of the Study

The researcher is expected to give some knowledge for the teacher, the students, and also the next researchers.

1. The Teacher

The teacher may use this strategy to improve their students’ writing skill in descriptive text by using pictures. With this method, the teacher can make the students not to get bored and also get more inspiration with this activity.

2. The Students

The students can improve their writing skill in descriptive text, and can be good writers. The researcher hopes this research can give an interesting technique to improve the writing skill especially in descriptive text.

3. The Researcher

This research can be used to enrich the researcher’s knowledge which can be applied in teaching. Moreover, it can be a media to describe the writing difficulties and the teaching method in learning writing.

E. The Scope and The Limitation

The scope of this research related students' writing skill by using pictures. The research limits this research on improving writing skill in descriptive text. The subject of the research is of the first grade of SMAN 4 Kota Kediri.

F. Definition of Terms

1. Students' Writing Skills

Writing is a clearly system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do (Gelb, 1962: 12). Student's writing skill mean students' ability in term of writing.

2. Pictures

Picture is one of the varieties of teaching aid which is used to explain language meaning, and construction, engage students in a topic or as the basis of whole activity. According to Harmer (2001) in teaching descriptive text, teacher can use picture-whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. In the oxford learner's dictionary, the word picture means painting, drawing, and photograph.

3. Descriptive Text

Gerot and Wignell (1995: 208) define descriptive text is kind of the text which is aimed to describe a particular person, place, or things. "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception." (Kane, 2005: 352).

It can be concluded that descriptive text is a text for describing person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of character and personality.

The senior high school students are required to understand the component of descriptive text genre, those are: generic structure and language feature. The generic structure of this genre are identification (mention the special participant) and description (mention the part, quality, and characters of the subject being described). For the language features of this genre, it is usually uses simple present tense, adjective, noun phrase, and adverbial phrase.