

CHAPTER 1

INTRODUCTION

In this chapter, the writer discussed: Background of study, Previous of the study, Problems of the study, Hypotheses of the study, Delimitation of the study, Assumption of the study, Objectives of the study, Significant of the study, Operational definition of key term, and Theoretical framework.

A. Background of the Study

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.¹ Language as a system of communication enables humans to cooperate. At the same time language is a part of the culture of a community. Humans use language as a way of signaling identity with one cultural group and difference from others.

As the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. It is formally thought students of elementary school, junior and senior high school, and even to university. English is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If strategy is not

¹Hornby, *Oxford Advanced Learner's Dictionary*, 5th Ed., New York :Oxford, p. 662

suitable with situation of the class, the teaching and learning will not be successful.

The basic of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the student. Writing is one of communication media. Furthermore, Writing is an important and very essential subject, it has important role to the students in making piece of writing. Also Writing is very important as can help students to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. The other definition of writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language that explained by Thomas Karl.²

Based on the observation at SMA Muhammadiyah-1 Palangka Raya and interviewed to the English teacher and the students. The writer interviewed the teacher on 12th February 2014 and the teacher stated that the teacher had not applied picture media in writing descriptive text. Then the students who interviewed on 14th February 2014 stated among the four language skills taught in schools, writing was difficult skill to learn. According to the students, there were some factors that made it difficult. First factor, they cannot gain their idea or express their opinions in writing. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about

²Thomas Kral, *Teacher Development Making the Right Movie*, Washington D.C: United States Information Agency, 1996, p. 171.

what s/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.³ Second factor that makes writing be the most difficult subject is that there are a lot of many kinds of texts in English that they can differ one by one, such as:⁴

1. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.⁵
2. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.⁶
3. Exposition is a writing form in which it includes most of people read and write magazine or article and so forth.⁷
4. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.⁸

Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the student can not differentiate each text from another and they mix all kinds of texts.

Third factor, the students are lack of vocabulary and grammar when they write a text. Another reason is the teaching strategy used by the teachers in schools. They still use traditional or conventional method. This method only

³Ratnasari D., *Improving Students' Writing Skills by Using Peer Editing Strategy in the Writing Process at The 4th Semester of UMM*, Unpublished Thesis, Malang: Postgraduate Program of Islamic University of Malang, 2004, p. 5.

⁴Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 1.

⁵*Ibid*, p.73

⁶*Ibid*, p.89

⁷*Ibid*, p.51

⁸*Ibid*, p.121

emphasizes the students to keep silent in the class while listening to their teachers' explanation without discussion, as a result it is hard for them to master their skills in writing. Finally, the students cannot improve their creativity and imagination. Furthermore, students will find some difficulties when they learn about genre and its writing.

Most of them would rather copy from other sources than write themselves or only have a few words to write whenever they are asked to write a composition. There is always a danger that students may find writing imaginatively difficult, such as in writing descriptive text. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from other, improve their vocabulary and grammar and write their own writing.

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and vocabulary of the student, and they also must find out an interesting strategy to teach writing, so they will be interested in writing class.

Writing descriptive text is obvious that the students need something concrete to elicit ideas such as going to the places they will describe, or presenting realia, or displaying photos or pictures. In other words, the students need a context. According to Walter providing visuals or realia helps contextualize instruction in the classroom.⁹

⁹Walter T., *Teaching English language learners*, New York: Longman, 2004, p. 125.

Ansley stated educational experiences that involve the student physically and give concrete examples are retained longer than abstract experiences such as listening to a lecture. Instructional media help add elements of reality, for instance, including pictures or highly involved computer simulations in a lecture. She further states that media can be used to support one or more of the following instructional activities.

First is to gain attention. A picture on the screen, a question on the board, or music playing when students enter the room all serve to get the students' attention. Second is to recall prerequisites. Media can be used to help students recall what they learned in the last class so that new material can be attached to it and built upon.

Third is to present objectives to the students. It can be used to hand out or project the day's learning objectives. Fourth is to present new content. Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video). Fifth is to support learning through examples and visual elaboration.

One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world. Sixth is to elicit student response. The use of media can help present information to students and pose questions to them, getting them involved in answering the questions. Seventh is to provide feedback. Media can be used to provide feedback relating to a test or class exercise. Next is to enhance retention and transfer.

Pictures enhance retention. Instructional media help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects. The last advantage is to assess performance. Media is an excellent way to pose assessment questions for the class to answer, or students can submit mediated presentations as classroom projects.¹⁰ Hence, pictures can stimulate students' mind in generating, expressing, and developing their ideas.

Based on the problem of the students when they write descriptive text. For instance, they are lack of ideas, limited vocabulary and unable to organize the paragraph coherence and appropriately and grammatical sentence. Also the students do not know the intended meaning of the teacher instruction so that they cannot know what they have to write. Therefore, the researcher interested in investigating whether or not picture can be used to improve the students' ability in writing descriptive text. Based on the explanation above, the researcher would like to conduct the study with the title:

“The Effectiveness of Using Picture Media toward Bright and Low Students' Achievement in Writing Descriptive Text at First Year Students at SMA Muhammadiyah-1 PalangKarya.”

¹⁰ Ansley D., *Instructional Media: Chalkboards to Video*, 2004, (online) URL <http://learningforlifefsu.edu/ctl/explore/onlineresources/docs/chptr9.pdf>, accessed on March 13th, 2013.

B. The Previous of Study

In this chapter, some literatures related to study are reviewed as means to clarify the present study. These previous studies gave a view about the issues that discuss

Halimatus Sa'diyah (2010) studied about Improving Students' Ability in Writing Descriptive Texts through a Picture Series Aided Learning Strategy of First Year Students at Public Senior High School in Java in the Second Semester of the Academic Year 2010. In her result, she found that the majority of the students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Moreover, it was found from the observation data that the students participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 56.86 (0-100 scale) prior to the teaching-learning process to 77.87 at the end of the treatment.¹¹

Sofia Winda Nur Fitriani (2009) studied about The Effectiveness of Using Picture in Writing Descriptive Text of The Eighth Grade of SMP Negeri 26 Semarang in the Academic Year of 2008-2009. The objective of this research is to examine to what extent pictures as teaching aids can be applied effectively in the teaching of writing a descriptive paragraph. Based on the result of the study pictures are effective as media in improving descriptive writing skill in SMP N 26 Semarang. Finally, the researcher suggests to the teachers

¹¹Halimatus sa'diyah, "Improving Students' Ability in Writing Descriptive Texts through a Picture Series Aided Learning Strategy of First Year Students at Public Senior High School", *The English Teacher*, Vol. XL, No. 164-182, 2010, p. 164.

that they should use pictures as one of the media in teaching descriptive writing.¹²

Zahra Rostami Sarabi, Arezoo Ashoori Tootkaboni Shahid (2012) Beheshti University studied about The Efficacy of Picture and Music on Pre-Writing Stage of Iranian EFL University Students. The result of this quasi-experimental study revealed that both treatment groups outperformed the control group on the writing post-tests, it was also shown that the differences between the two treatment groups on this measure were statistically significant. It can be claimed that music served as a facilitative aid in generating ideas in the prewriting stage. Generally speaking, findings suggest that foreign language teachers should be encouraged to use the musical approach for L2 writing courses.¹³

Muyassar Abu Algilasi (2010) studied about The Effects of Using Text and Picture Animation on Promoting English Learning among Students of the 5th Grade. The results of the study indicated that there were significant differences in the performance of the two groups in English four skills due to the use of animation in favor of the experimental group. Moreover, there were significant differences in the performance of the two groups in the English language four skills due to gender; females got higher results than males. Results also indicated that there were no significant differences in the

¹² Sofia Widia Nur Fitriani, *"The Effectiveness of Using Picture in Writing Descriptive Text of The Eighth Grade of SMP Negeri 26 Semarang"*, Thesis, Semarang: UNES, 2008, p. 5, u.p.

¹³ Zahra Rostami Sarabi, Arezoo Ashoori Tootkaboni, *"The Efficacy Of Picture And Music On Pre-Writing Stage Of Iranian Efl University Students"*, Literacy Information and Computer Education Journal (LICEJ), Shahid Beheshti University, Vol.3, Issue 3, September 2012, p.655.

performance of good and poor students in the two groups. However, there were significant differences in the performance of average students. The findings of the study showed that there was a high correlation in the performance of the two groups among the four skills.¹⁴

The study about the effectiveness of using picture media in teaching writing descriptive text between the previous studies and this study has correlation. However, this study will measure the score of low and bright students that teach using picture in writing descriptive text and the effect will receive both of them or only bright students or low students.

C. Problem of the Study

Based on the background of the study above, the problems of the study are as follow:

1. Does teaching picture media give effect on bright students in writing descriptive text at First year Students at SMA Muhammadiyah-1 Palangkaraya?
2. Does teaching picture media give effect on low students in writing descriptive text at First year Students at SMA Muhammadiyah-1 Palangkaraya ?
3. Does teaching picture media give effect on low and bright students in writing descriptive text at First year Students at SMA Muhammadiyah-1 Palangkaraya?

D. Hypothesis of the Study

¹⁴ Muyassar Abu Algilasi, "The Effects of Using Text and Picture Animation on Promoting English Learning among Students of the 5th Grade", Thesis, Palestina: Hebron University, 2010, p.4-5.

The hypothesis is divided into two categories. They are Alternative hypothesis and Null hypothesis.

1. Alternative hypothesis (H_a)

- a. Using picture media gives significant effect for bright students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.
- b. Using picture media gives significant effect for low students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.
- c. Using picture media gives significant effect for bright and low students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.

2. Null hypothesis (H_0)

- a. Using picture media does not give significant effect for bright students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.
- b. Using picture media does not give significant effect for low students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.
- c. Using picture media does not give significant effect for bright and low students in writing descriptive text at first year students at SMA Muhammadiyah-1 Palangka Raya.

E. Delimitation of the Study

The study belongs to experimental study. This research was focusing on the effectiveness of picture media toward bright and low level of students' achievement in writing descriptive text. The population of this study was first year students at SMA Muhammadiyah-1 Palangka Raya. The amount of sample were 44 students that were from 2 classes of SMA Muhammadiyah Palangka Raya. X- 4 was as experiment class and X- 1 was as control class. Since their writing ability representative the whole students' writing ability at first year students in SMA Muhammadiyah-1 Palangka Raya.

F. Assumption of the Study

There are three assumptions in this study, they are:

1. Picture can be applied as media in teaching writing descriptive text.
2. The bright and low students are more enthusiastically to learn writing descriptive text when they are thought by picture media.
3. Picture can give effect on the students' score in writing descriptive text.

G. Objectives of the Study

1. To measure the effectiveness of using picture media in teaching writing descriptive text to bright students at first year of SMA Muhammadiyah-1 Palangka Raya.
2. To measure the effectiveness of using picture media in teaching writing descriptive text to low students at first year of SMA Muhammadiyah-1 Palangka Raya.

3. To measure the effectiveness of using picture media in teaching writing descriptive text to bright and low students at first year of SMA Muhammadiyah-1 Palangka Raya.

H. Significance of the Study

The study has two significances, the first is theoretical and the second is practical significance. Theoretically, this study is expected that the result of this study supports the theory of teaching media using picture in teaching writing of EFL classes. Practically, the result of the research can be used as an input for English teaching learning method, especially for teaching writing in senior high school. Also the result of this study gives empiric data on the students' progress in writing. The last this study can be as the strategy to improve the knowledge for the writer.

I. Operational Definition

1. An effect is a different between or among population means. In the present study, picture media is said to have effects on writing if the qualities of writing using picture media are different from the qualities of writing without picture media. The differences between the two writing products are the result of using picture media. On the other hand, picture media is said to have no effects on writing if the qualities of the writing using picture media are same or almost the same as the qualities of writing without using picture media.

2. A descriptive text is a text that describes a person, place or thing. It is often used to describe what a person looks and acts like. In this study, the researcher focused on describing places, things and person.
3. Experimental study is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. In this study, experimental study is research in which the investigator or writer manipulates one independent variable (the treatment) and observes the effect on more dependent variables (writing score of bright and low students).¹⁵
4. Media is an instrument of communication that can help the students and the teachers to achieve learning objective optimally.¹⁶ In this study, Media is a tool used for easy study in teaching learning process especially in writing descriptive text.
5. Picture is as an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.¹⁷
6. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences, drafting, shaping, reading the text, editing and revising.¹⁸ In the present study, writing refers to the students' writing in descriptive text.

¹⁵Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education*, 8th Ed., United States: Wadsworth Cengage Learning, 2010, p. 276.

¹⁶Rodhatul Jennah, *Media Pembelajaran*, Banjarmasin: Antasari Press, 2009, p. 24.

¹⁷Jean L. Mckenchnie, *Webster New Twentieth Century Dictionary*, 2nd Ed., Unabridged: William Collins Publisher, 1980, p. 1357.

¹⁸Gould, E.D, Yanni.R & Smith.W, *The Act of Writing*, New York: Random House, 1989, p. 3.

7. Writing test is a test which calls for one sample of actual student writing.

The terms writing tasks also refer to writing test.¹⁹

¹⁹J.B. Heaton, *Writing English Language Tests*, New York: Addison Wesley Longman Limited, 1988, p. 136.

1. Frame of Discussion

The framework of the discussion of this study as follows:

- Chapter I: This chapter consist of background of study, previous of the study, problem of the study, hypotheses of the study, delimitation of the study, assumption of the study, objectives of the study, significant of the study, operational definition, and frame of discussion.
- Chapter II: This chapter consist of nature of writing, natureof paragraph, nature of descriptive text, the nature of picture, nature of experimental study and ANOVA (analysis of variations).
- Chapter III: This chapter consist of research type, research design, variable of the study, population and sample, research instruments of the study, data collection procedure and data analysis procedure.
- Chapter IV: This chapter consist of description of data analysis, test of the statistical analysis, result of the data, interpretation.
- Chapter V: This chapter consist of discussion of the study.
- Chapter VI: This chapter consist of conclusion and suggestion of the study.

