

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is one of the language skills that must be mastered by the students in school. Writing activity, in its simplest form, cannot be separated from daily activities. People write to each other in the form of memos, short messages, etc., all of which require good writing skills. The researcher believe that the most appropriate moment for equipping students with solid writing skills is from elementary to high school. In this global era, writing skills are becoming increasingly crucial as people become more connected than ever before (Raimes, 1983: 3). The primary language used on the internet is English, therefore, the ability to communicate either spoken or written in English is simply essential to be acquired, this is true than ever if we want to be able to compete with other people from other countries nowadays.

On the other hand, in the current curriculum for senior high school, the purpose of teaching writing is to enable students to be able to write grammatically correct and understandable essays. For teachers, this is a tough task considering that writing skills are complex skills. Writing skills require students to read a lot and then communicate their ideas correctly. Senior high students must can can produce some simple and meaningfull functional text and some text types based on their daily life experiences. In K-13 Curriculum, the text types that should be learned are recount, descriptive and narrative text.

Writing, as one of the language skills that must be acquired by students, is an instrument to express their thoughts and feelings about what they have read, seen or experienced. When the writer conducted teaching practice at SMA Negeri 01, Seberuang, Kapuas Hulu, one of the problem faced by the students in writing is how to develop ideas. Most of the students did not write independently and directly, because sometimes they do not have idea to write

about. Because of that the writer is interested to conduct the research at this school to know how to improve the students' writing. The writer is interested to apply teaching strategy on how to write something in process, started from the process to get the topic, to develop idea, to revise, to edit, to evaluate and finally to produce the written text.

One of the teaching media to overcome those problems is facilitating writing by picture. According to Wright (2004: 17), pictures can motivate the students and make them felt encouraged and want to pay attention to the lesson. This is because they have some visual aids. The writer is interested in doing an experiment on media in writing skill by using picture to teach descriptive text. The writer assumes that pictorial media have a lot advantages. First, the students can be more active during the writing class. Second, picture have coloring and may enable the students to understand the meaning of the object more clearly and easily. In addition picture also stimulates the students to practice writing with ease and they do not feel blank about what they want to write.

The topic of this research is teaching descriptive paragraph writing through picture media. Descriptive paragraph writing is also taught in the second year students of Senior High School besides narrative, recount, and anecdote. Descriptive paragraph writing is a paragraph that describes person, place, or thing. The description includes parts, qualities and characteristic. The structure of this paragraph is the identification and description of things (parts, qualities and characteristic). Based on the explanation above, the researcher initiates a classroom action research entitled "Improving Students' Ability In Writing Descriptive Paragraph By Using Pictorial Media (A Classroom Action Research To The Tenth Grade Students Of SMA Negeri 01, Seberuang, Kapuas Hulu, In The Academic Year Of 2021/2022)."

## **B. Research Questions**

Based on the background of study, the researcher formulates the problem as follows:

1. How does pictorial media improve the students' ability in descriptive paragraph writing to the Tenth Grade Students of SMA Negeri 01, Seberuang, Kapuas Hulu, in the Academic Year of 2021/2022?
2. How is the class situation when pictorial media is implemented to improve students' writing descriptive paragraph to The Tenth Grade Students of SMA Negeri 01, Seberuang, Kapuas Hulu, in the Academic Year of 2021/2022?

## **C. Research Purpose**

The purpose of this research is:

1. To investigate how pictorial media improves the student's ability in descriptive paragraph writing to the Tenth Grade Students of SMA Negeri 01, Seberuang, Kapuas Hulu, in the Academic Year of 2021/2022
2. To investigate the class situation when pictorial media is implemented to improve students' writing descriptive paragraph to the Tenth Grade Students of SMA Negeri 01, Seberuang, Kapuas Hulu, in the Academic Year of 2021/2022

## **D. Action Hypothesis**

Action hypothesis of this research is "The pictorial media improves the students' ability in descriptive paragraph writing to the Tenth Grade Students of SMA Negeri 01, Seberuang, Kapuas Hulu, In the Academic Year of 2021/2022

## **E. Significances of the Research**

This research was conducted in order that it has some significances.

### **1. The theoretical**

The results of this research are expected to be beneficial for everyone, especially for people who are involved in education. The results of this research can be used as a language of evaluation and reflection for teaching writing and the use of pictorial media in teaching writing.

### **2. Practical benefits**

- a. For teachers, this research can be a precedence for applying pictorial media in teaching writing to the students. The use of pictorial media can be applied in teaching and learning. In addition, teacher can use this approach especially for students who learn best by using visual aids.
- b. For students, this research can be source of good information for them about how to learn write better is by using picture, so that they do not feel bored and have better motivation to improve their writing skill.
- c. For readers, this research hope to contribute the readers' knowledge about the use of picture in connection to teaching writing. To enrich the readers' knowledge about research in the field of writing.

## **F. Scope of the Research**

In order to clarify the limitation of this research, it is necessary to make certain about the scope of research so that the ambiguity and misinterpretation can be avoid and make this research systematically. Two aspects in the scope of research as follows:

### **1. The Research Variables**

Muijs (2004:8) states that variable is characteristics of people or things we collect data on. The variable in this research is improving students' descriptive paragraph writing by using pictorial media.

## **Terminology**

It is very important for the writer to explain the terminology to avoid misunderstanding and misinterpretation of the terms used in this research.

- a. Teaching as an act of showing or helping someone to learn how to do something, giving instruction, guiding knowledge, and causing to know or to understand (Brown. 2001:8)
- b. Writing refers to a tool for learning. It helps the students to organize ideas and to clarify concept as well as to absorb and process information and it makes the students as an active learner rather than a passive receiver of information (Peha, 2010: 58)
- c. Descriptive paragraph writing is defined as a paragraph in which the writer portrays people, place, things, moments and theories with enough vivid detail to help the reader creates a mental picture of what is being written about (Oshima, A, & Hogue, A. (1998)
- d. Picture is two-dimensional visual representation of person, places, or things. Picture is a media that used to teach writing (Gerlach and Emily, 1980:1).Pictorial media is a teaching media that use pictures in teaching learning process (Wright, 2004:2)