

CHAPTER I

INTRODUCTION

A. BACKGROUND OF RESEARCH

As a human being language is needed as main interaction tool to communicate each other. Learning a language is not something new for people who have been interested in it since a long time ago. The language has been around for hundreds of years to grow and become an important thing that even people without knowing of its existence because the language does not have a form, then sometimes people cannot define clearly the language.

There are many languages in the world. Language arises because of the urgency of primitive man. There is a certain and particular moment where they need each other, and they will emit sound then become a particular sign or symbol. To be human is requires language whichalso differs between human and other creature, whateverthe languageused by humans, language is only the identity of community belongs to human.

The primary function of language is as a tool for communication. In general, it is the simplest sense that it is understood to mean the language. All of us understand what language is, but it is difficult to interpret it into a series of words, because of it is thing that cannot be seen.

Language used as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard

to imagine how people can cooperate and get along with one another.¹ We cannot do activities smoothly and in the future many obstacles will come because language does not exist in the world. Then teaching activity cannot be realized. Language is a system of arbitrary vocal symbols used for human communication.² It allows people with a particular culture or people who have studied certain cultural system to communicate and to interact to each other. A language that is spoken or written by human for everyday communication is conventional and arbitrary.

In conclusion language is ability of human to interact with other using signs or words. It is communication tool that arise through urge of human to interact each other. Language system is contains with signs of sound and every sound has its meaning. Because every sound has its meaning, be concluding that every word has meaning to interpret human ideas and wishes.

Writing skill rely on language skills that are active and productive. Writing skill is an attempt to express thinks and feelings that is in itself a user of language through language. The use of written language, in expressing feelings or thinks in writing, someone have more opportunities to prepare and organize themselves, both in terms of what will be revealed and how to express it and the message that needs to be disclosed, the writing is easy to understand properly.

¹Ramelan, *English Phonology*, (Semarang: UNNES Press, 2003), p.1

²Djoko Sriyono, *An Introductory Course of Linguistic*, (Surakarta: Muhammadiyah University Press, 2001), p.1

Writing is used for wide variety of purposes and it produces in many different forms. It means expressive activity as productive written aspect in language skills. We need to express our thought by writing something. It means that writing is the process to break out ideas in mind into a piece of paper.

In conclusion, writing is the ability after speaking, listening, and reading that must be mastered. Writing is activity to create a note or information using words. The ability to write is not easy as it takes skill to compose words that can give meaning to readers. In writing, the author not only composing and arranging the words but also should pay attention to the language elements such as grammar, spelling, punctuation until mechanical of writing. In the process of writing, writer will express what they are thinking and feeling through words.

Generally, schools in Indonesia, English is taught as a foreign language. For students who have never met with the English language will feel awkward and unfamiliar course. Then, teaching English to the students is a challenge for teachers so that students can understand English properly. Teachers will be an important role during the learning process. As long as the teacher gives a good explanation smoothly, the pupil will receive and understand it well and then applied it in their activities.

Writing should be the goal of each student to master all the skills of English. While in fact, good writings must not be in the same

forms. The students should be able to organize the idea and construct the sentences to be a good cohesive and coherent paragraph. Besides, students are able to use punctuation and spelling well. But to be remember is that students writing ability may different each another. In order for students to become a good writer, they must go through several stages. The more often students practice writing the closer they are to stage a good writer.

One of the reasons why writing becomes difficult is because the teacher teaching with methods and techniques that are same every time teach writing. Teachers provide a number of topics to the students and ask them to write down ideas and ideas into an article and use the same way to all genres of text. Not many specific methods or techniques in the teaching of writing skill. This teacher-centered approach is not surprising given that many teachers have origin in a transmission model of learning and instruction; in which teacher provide the basic knowledge to be imparted to students. The transmission model isolates content areas in teaching and emphasized mastery of component skills in sequential order.³

There are some types of text of English or known as genre. Genre can be defined both in terms of the intended form and the intended

³J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner Practical Approaches for Teachers*, (United State of America: Addition-Wesley Publishing, 1996), p.136

function of the writing.⁴ Genre classification is influenced by purpose of writer, function of text, and structure of linguistics used in the text. Function of writing can be thought of in terms of communicative function. When learning genres, most of time will spend to study the generic structure and language features of the text because generic structure and language features is as a distinguish factor of any text.

This study, the subject matter is focus on descriptive text, how students write the text that needs more attention because descriptive text there are things that should be describe from experience or visual experience of students. Students need to describe those visual experiences of look, sound, and taste into words. Descriptive text is the text that has aim to describe people, things, and place to the readers. Usually, descriptive writing describe about look, sound, or taste of thing writer going to describe.

In writing skill, it takes the ability to arrange words into sentences and combine them into paragraphs. Then, the brainstorming process is important process in the writing skill. In this process, students are required to find ideas and predictor design the text to be written.

In this case, writer chooses picture series is one of the medium that can be used to stimulate students to write a text. Picture can be used to stimulate and motivate students and to remind students what they should write as a story. Pictures are common thing in the daily

⁴ Sara Cushing Weigle, *Assessing Writing*, (Cambridge of United Kingdom: Cambridge University Press, 2002) p.96

life and can be found everywhere and every time. Picture can give clear explanation or strengthen the writing text. Picture series is kind of brainstorming as visual aids that stimulate to provide inspiration to express something. By using picture series, the attention of students to be focused on the picture, so pictures create their inspiration. The writer considers that the use of picture series is suitable media in teaching writing, especially descriptive text. It is easier for students to show and express their feeling, ideas, and thought by using picture series. Picture series intended to help students to develop their imagination. Specifically, picture series contribute as visual aids to take interest and motivation of students, a sense of the context of the language, and a specific reference point or stimulus.

To look for if there is a significant influence of students' writing ability of descriptive text and using picture series, the writer conducted a research under title **“Using Picture Series in Teaching Descriptive Text Writing (A Study of the Eighth Grade Student of SMP Negeri 23 Semarang in the Academic Year of 2016/2017).**

The writer hopes this research will be useful to provide idea to English teacher to give a teaching writing descriptive text as one of the teaching strategies that could be used, and for students of eight grades to improve the writing ability of descriptive text by using picture series as media in helping students to develop and express their feeling, ideas, and thought. The writer also hopes it will useful for

students to avoid the difficulties or writer's block during leaning writing a descriptive text.

B. REASON FOR CHOOSING THE TOPIC

The reasons for choosing the topic are as follows; picture series is a media that can evoke and help students to write the descriptive text. Picture series is a collection of pictures that show the entire story. As we know, descriptive text needs more attention on describing people, thing or place into details. Beside grammatical use, generic structure, and mechanical of writing, in descriptive text more concern for coherence and detail event that happened on the description. So, writer wants to know how is the relation between using picture series on students' writing ability of descriptive text.

C. QUESTIONS OF RESEARCH

How is the effectiveness of using picture series to teach descriptive text writing on the eighth grade of SMP Negeri 23 Semarang in academic year of 2016/2017?

D. OBJECTIVES OF RESEARCH

To find the effectiveness of using picture series to teach descriptive text writing on the eighth grade of SMP Negeri 23 Semarang in academic year of 2016/2017.

E. SIGNIFICANCES OF RESEARCH

1. Theoretically

This result can be positive contribution to English language learning context and will be beneficial for many sides.

2. Practically

a. For students

This result can be good practice and good experience for them in writing descriptive text and can increase students' writing ability. In addition, this result can gives students motivating in learning English through fun and interesting way.

b. For teacher

This result can give English teachers in SMP Negeri 23 Semarang references and information about the correlation between picture series and students' writing ability of descriptive text. With this result of study, teachers can develop students writing skill of descriptive through picture series and hopefully achieve the objective of teaching of descriptive text as effective as possible.

c. For school

This result can contribute to school to increase their quality of learning.